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ABSTRACT

The manual presents an Individualized Education Program development guide for working with special education preschoolers. Goals, objectives, and activities are specified in six major areas: (1) speech and language skills (expressive skills, comprehension skills, imitation of non-speech vocalizations, sorting by category; (2) self help skills (undressing, washing hands, pouring from a pitcher); (3) social/emotional skills (direction following, exploration of the environment, singing and dancing to music, associative play, rule following); (4) cognitive skills (recognition of familiar objects, naming of other family members, meaningful counting, puzzle completion); (5) gross motor skills (kicking, ball rolling, jumping, catching, skipping); and (6) fine motor skills (formboard completion, controlled scribbling, paper folding, bead stringing). Descriptions of activities include teaching directions. (CL)

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I.E.P. DEVELOPMENT GUIDE
REGION III SPECIAL EDUCATION
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PIE LEVEL

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1. Section
Speech and Language Skills

1.1 Goal
:Studentname learns comprehension skills for 18-24 months.

1.1.1 Objective
:Studentname identifies primary body parts on self in response to a verbal request. e.g., eyes, nose, mouth, etc.

1.1.1.1 Activity
:Studentname is seated in front of the teacher or in front of a mirror with the teacher sitting next to the child. The teacher points to body parts on self and on the child and says, "Your nose, can you find it? Where's your nose?"

1.1.2 Objective
:Studentname identifies approximately twenty familiar common objects including clothing articles, household items, toys, and familiar animals in response to a verbal request.

1.1.2.1 Activity
:Studentname identifies and names items within :his immediate environment.

1.1.3 Objective
:Studentname responds appropriately to the word "no."

1.1.3.1 Activity
When :Studentname engages in an inappropriate action or activity, the teacher verbalizes the command "No," and physically stops the activity.

1.1.4 Objective
:Studentname responds appropriately to familiar phrases such as "night-night, bye-bye, and peek-a-boo."

1.1.4.1 Activity
The teacher accompanies familiar phrases such as "night-night and bye-bye" with physical demonstration.

1.1.5 Objective
:Studentname responds appropriately to one step commands. e.g., "Give me the block."

1.1.5.1 Activity
The teacher assists :Studentname in appropriately focusing :his attention. The teacher will accompany the verbal command with physical demonstration.

1.1.6 Objective
:Studentname imitates simple motor acts upon request. e.g., Clapping hands, jumping, etc.

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1.1.6.1 Activity
The teacher, as much as possible, reduces or eliminates distracting stimuli. The teacher verbalizes and demonstrates target activities.

1.2 Goal
:Studentname learns expressive skills for 18-24 months.

1.2.1 Objective
:Studentname has an expressive vocabulary of approximately 100 words including: Nouns: e.g., car, daddy, mommy, cookie, ball. Designators: e.g., here, this, there, it. Action verbs: e.g., go, sleep, eat, fall, look, stop. Vocabulary items: e.g., bye-bye, no-no, ok, all gone. Conjunction: e.g., and.

1.2.1.1 Activity
Encourage :Studentname to attempt to label wants and needs such as juice, cookie, etc. as well as familiar toys and people. Reinforce spontaneous verbalizations such as "bye-bye, no-no," etc. and model extensions of these phrases even though the child may not yet be ready to imitate these extensions. e.g., "bye-bye; bye-bye, mommy." Label all new or unfamiliar items and encourage :Studentname to imitate.

1.2.2 Objective
:Studentname uses two or three word combinations such as: a) agent - action: "mommy go;" b) agent - object: "gimmy cookie;" c) action - object: "eat cookie," "throw ball;" d) possession: "my ball;" e) questions: "where ball? go home now?" f) negation: "no more, no want it, not this one;" g) prepositional phrases: "on table, in box;" h) basic sentence elaborations and modifications: "This not truck, gotta find it, cars all broken."

1.2.2.1 Activity
As :Studentname engages in a free play activity, such as playing with cars, blocks, etc; the teacher uses simple language, to verbalize the activity as well, as the actions of the child.

1.2.3 Objective
:Studentname uses language to express needs and wants: e.g., verbal requests for snack, toileting needs, etc.

1.2.3.1 Activity
The teacher provides appropriate verbal models, accompanied by visual stimuli and physical demonstration: e.g., "We're going to have a snack. Here is the juice. Here are the cookies. What do you want?"

1.2.4 Objective
:Studentname begins to use language to interact with others.

1.2.4.1 Activity
The teacher utilizes a familiar group activity such as snack time. The teacher encourages and reinforces :Studentname for making verbal requests of one another.

1.2.5 Objective
:Studentname imitates non-speech vocalizations.

1.2.5.1 Activity
The teacher utilizes representational materials such as the Fisher-Price Farm, Hot-Wheels, cars, etc. The teacher models the appropriate environmental and/or animal sound while interacting with the materials.

1.2.6 Objective
:Studentname attempts to imitate single words and two word phrases on request. e.g., "Tell me, boy; Tell me, big boy."

1.2.6.1 Activity
Encourage :Studentname to attempt to label wants and needs such as juice, cookie, etc. as well as familiar toys and people. Reinforce spontaneous verbalizations such as "bye-bye, no-no, etc." and model extensions of these phrases even though the child may not yet be ready to imitate these extensions. e.g., "bye-bye; bye-bye, mommy." Label all new or unfamiliar items and encourage :Studentname to imitate.

1.3 Goal
:Studentname learns comprehension skills for 24-30 months.

1.3.1 Objective
:Studentname follows simple directions in response to demonstrations. e.g., "Let's make a tower like this. Now, let's make a train."

1.3.1.1 Activity
The teacher engages :Studentname in a free play activity such as blocks, pegs, etc. The teacher demonstrates the desired activity, accompanied by a verbal description. e.g., "I'm going to make a tower. Let's make a tower together, etc."

1.3.2 Objective
:Studentname comprehends basic object functions. e.g., "Show me what we cut with."

1.3.2.1 Activity
The teacher places 2 or 3 familiar objects in front of :Studentname. The teacher asks :him to indicate a particular item by its function. e.g., "Show me what we color with." If :Studentname is unable to identify an item by its function, the teacher demonstrates and verbally describes an item's function.

The teacher utilizes informal situations to discuss object function. e.g., "How come we need a coat today? Is it cold outside? etc."

1.3.3 Objective
:Studentname identifies simple verb phrases and forms. e.g., "Show me the children sleeping, eating, etc."

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1.3.3.1 Activity
The teacher utilizes action pictures or representational materials such as doll and animal figures.

1.3.4 Objective
:Studentname begins to make simple choices in response to questions. e.g., "Do you want the car or the truck?"

1.3.4.1 Activity
The teacher presents :Studentname with two items. e.g., toys and food. Request that :he make a choice. When offering a choice between materials, begin with items that are somewhat similar. e.g., car and truck.

1.3.5 Objective
:Studentname demonstrates comprehension of the positional concepts, "on/in" "up/down."

1.3.5.1 Activity
The teacher utilizes an obstacle course or other gross motor activity. The teacher assists :Studentname in moving :his body in space and in verbalizing the positional concepts :Studentname is experiencing.

1.4 Goal
:Studentname learns expressive skills for 24-30 months.

1.4.1 Objective
:Studentname begins to use short sentences and expanded phrases. e.g., "I want cookie; Me see you; Me no want that, etc."

1.4.1.1 Activity
Encourage :Studentname to attempt to label wants and needs such as "juice, cookie, etc." as well as familiar toys and people. Reinforce spontaneous verbalizations such as "bye-bye, no-no, etc." and model extensions of these phrases even though the child may not yet be ready to imitate these extensions. e.g., "bye-bye; bye-bye, mommy." Label all new or unfamiliar items and encourage :Studentname to imitate.

1.4.2 Objective
:Studentname demonstrates use of the personal pronouns "me, my, mine."

1.4.2.1 Activity
Encourage :Studentname to attempt to label wants and needs such as "juice, cookie," etc. as well as familiar toys and people. Reinforce spontaneous verbalizations such as "bye-bye, no-no, etc." and model extensions of these phrases even though the child may not yet be ready to imitate these extensions. e.g., "bye-bye; bye-bye, mommy." Label all new or unfamiliar items and encourage :Studentname to imitate.

1.4.3 Objective
:Studentname demonstrates use of indefinite pronouns "it, this, that."

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1.4.3.1 Activity
The teacher utilizes activities in which :Studentname must choose between two or more familiar items that :he is able to name. The teacher contrasts the materials utilizing the target pronouns then requests :Studentname to choose. e.g., "This car is big. That car is little. Which one do you want, this one or that one?"

1.4.4 Objective
:Studentname verbalizes positional concepts "on, in, up, and down."

1.4.4.1 Activity
The teacher requests :Studentname to demonstrate the target positional concept and encourages :him to verbalize the concept. e.g., "Put the blocks in the box. Where are the blocks?"

1.4.5 Objective
:Studentname engages in self-talk during play.

1.4.5.1 Activity
The teacher enters into a parallel play activity with :Studentname. The teacher verbalizes activities, ideas, etc. while playing. e.g., "I'm going to make a house. I'm going to use these blocks, etc."

1.4.6 Objective
:Studentname requests names for unfamiliar items.

1.4.6.1 Activity
Teacher introduces new or unfamiliar materials, allowing :Studentname to examine the material, and giving :him the opportunity to ask about the item before providing the name. Reinforce :Studentname for asking the name of a new person or unfamiliar item.

1.4.7 Objective
:Studentname correctly produces consonants (m, p, b, w, n) in spontaneous speech.

1.4.7.1 Activity
The teacher begins with two or three target consonants. The teacher selects approximately five clear pictures of familiar items that begin with the target sound(s). e.g., "ball, baby, bed, etc."

1.5 Goal
:Studentname learns comprehension skills for 30-36 months.

1.5.1 Objective
:Studentname discriminates gross sounds by pointing to the correct object. e.g., telephone ringing, car horn, dog barking, etc.

1.5.1.1 Activity
The teacher utilizes materials which pair familiar sounds with pictures. e.g., DLM Auditory Familiar Sounds.

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1.5.2 Objective
:Studentname begins to discriminate parts and wholes. e.g., wheels of the car; door of the house, etc.

1.5.2.1 Activity
Provide :Studentname with materials which can be taken apart and reassembled such as Mr. Potato Head. Encourage :Studentname to examine the "whole" item, and then request :him to disassemble the items. Encourage :him to identify and/or label each part as it is removed. Then request :Studentname to find particular pieces on request, and replace them appropriately.

1.5.3 Objective
:Studentname identifies plurals.

1.5.3.1 Activity
The teacher gives :Studentname a singular item and labels it accordingly. e.g., "Here's a car. See, you have one car."

1.5.4 Objective
:Studentname responds appropriately to basic "yes-no," and "wh" questions. e.g., "Is this a_____? What is this?"

1.5.4.1 Activity
The teacher selects several familiar objects, and hides them in a bag. The teacher tells :Studentname to listen carefully, because :he might say something very silly. Ask :him to "catch" you if you make a mistake. The teacher pulls out objects one at a time and asks :Studentname,"Is this a _____?" The teacher will label some of the items correctly, thereby eliciting a "yes" response. The teacher will incorrectly label other items, eliciting the response "no."

1.5.5 Objective
:Studentname comprehends basic conversation directed to :him.

1.5.5.1 Activity
The teacher enters into an on-going play activity. The teacher initiates basic conversation. e.g., Comments on what :Studentname is making, requests a particular material, etc. and attempts to elicit an appropriate verbal or non verbal response.

1.5.6 Objective
:Studentname attends to a short story, a picture book, or other listening activities for approximately 10 minutes.

1.5.6.1 Activity
Teacher encourages :Studentname to examine the pictures and to respond to teacher directed questions.

1.5.7 Objective
:Studentname follows a two step command.

1.5.7.1 Activity
The teacher assists :Studentname in appropriately focusing :his attention. The teacher will accompany the verbal command with physical demonstration.

1.6 Goal
:Studentname learns expressive skills for 30-36 months.

1.6.1 Objective
:Studentname attempts to formulate complete short sentences utilizing an age appropriate syntax pattern. e.g., subject - verb - object; subject - verb - adjective - object etc. :His spontaneous speech is now characterized by expanded phrases and occasional complete sentences.

1.6.1.1 Activity
The teacher engages :Studentname in a free play activity such as playdough, cars, etc. The teacher verbalizes activities, as well as the actions of :Studentname.

1.6.2 Objective
:Studentname imitates three - four word sentences.

1.6.2.1 Activity
As :Studentname engages in a free play activity, such as playing with cars, blocks, etc; the teacher uses simple language, to verbalize the activity as well as the actions of the child.

1.6.3 Objective
:Studentname attempts to briefly relate information or an experience. :He may not yet relate the information or experience in appropriate sequence.

1.6.3.1 Activity
Immediately following an activity, story, game, etc., the teacher assists :Studentname in recalling what was made, what materials were used, who else joined the activity, etc. Visual aids such as the actual materials used, as well as appropriate questions can be used to assist :Studentname in verbally recalling the experience. Questions should be very specific. e.g., "Did we use playdough or blocks? "What did we use to hit the playdough?" The teacher avoids broad or abstract questions such as "What did you do?"

1.6.4 Objective
:Studentname attempts to formulate "wh" and "yes-no" questions. However, :he may not yet consistently reverse the verb when formulating these questions. e.g., "What you doing? Where you're going?"

1.6.4.1 Activity
The teacher models appropriate questions using correct syntax patterns. e.g., Child: "What you doing?" Teacher: "What am I doing? I'm _____."

1.6.5 Objective
:Studentname participates in singing games.

1.6.5.1 Activity
The teacher institutes group singing activities. The teacher selects easy songs that are accompanied by physical movement. e.g., "Row-Row-Row Your Boat."

1.7 Goal
:Studentname learns comprehension skills for 36-42 months.

1.7.1 Objective
:Studentname responds appropriately to commands involving two objects. e.g., "Give me the cup and the spoon."

1.7.1.1 Activity
The teacher provides visual and verbal models of target actions and requests :Studentname to imitate. Following demonstrations, the teacher will request :Studentname to respond to the verbal command alone.

1.7.2 Objective
:Studentname responds appropriately to commands involving a direction plus modifier. e.g., "Walk. Walk fast."

1.7.2.1 Activity
The teacher provides visual and verbal models of target actions and requests :Studentname to imitate. Following demonstrations, the teacher will request :Studentname to respond to the verbal command alone.

1.7.3 Objective
:Studentname responds appropriately to commands involving two actions. e.g., "Give me the _____, then line up at the door."

1.7.3.1 Activity
The teacher provides visual and verbal models of target actions and requests :Studentname to imitate. Following demonstrations, the teacher will request :Studentname to respond to the verbal command alone.

1.7.4 Objective
:Studentname demonstrates comprehension of immediate past and future events.

1.7.4.1 Activity
The teacher engages :Studentname in an activity that has a definite sequential order. e.g., cooking activities. The teacher utilizes visual aids such as a large picture recipe. The teacher verbalizes each step of the activity as :Studentname proceeds, frequently referring to the previous steps, as well as what is going to come next. e.g., "First we had to put in the flour. Now what are we putting in? Look at the recipe. Can you see what comes next?" At the completion of the activity, the teacher briefly reviews the entire procedure utilizing visual aids and cues.

1.7.5 Objective
:Studentname begins to sort items by category.

1.7.5.1 Activity
Utilize real items or representations of real objects. e.g., plastic fruit. Teacher assists :Studentname in setting up two or three "stores" and sorting the items appropriately. Encourage :Studentname to verbalize why certain items "go together."

1.7.6 Objective
:Studentname demonstrates comprehension of basic cause - effect relationships.

1.7.6.1 Activity
The teacher plans an activity such as building with blocks, painting, etc. During the course of the activity, the teacher presents :Studentname with questions regarding cause-effect relationships. e.g., "What would happen if_____?" The teacher encourages :Studentname to speculate on possible outcomes.

1.7.7 Objective
:Studentname comprehends simple opposite analogies. e.g., "big/small, clean/dirty, day/night."

1.7.7.1 Activity
Utilize picture materials such as DLM Opposites Cards, as well as role playing activities and representational play materials. Verbally, visually, and physically demonstrate such common opposites as: "hot/cold; fast/slow; big/little; clean/dirty; happy/sad." As :Studentname gains familiarity with simple, opposite concepts, encourage him to express these relationships.

1.7.8 Objective
:Studentname identifies positional concepts "under, out of, next to."

1.7.8.1 Activity
The teacher requests :Studentname to demonstrate the target positional concept and encourages him to verbalize the concept. e.g., "Put the blocks in the box. Where is the block?"

1.8 Goal
:Studentname learns expressive skills for 36-42 months.

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1.8.1 Objective
:Studentname consistently formulates complete sentences and expanded phrases utilizing age appropriate syntax patterns.

1.8.1.1 Activity
The teacher engages :Studentname in a free play activity such as playdough, cars, etc. The teacher verbalizes activities, as well as the actions of :Studentname.

1.8.2 Objective
:Studentname correctly formulates the present progressive verb tense. e.g., "He is walking. I am going."

1.8.2.1 Activity
The teacher utilizes action pictures or doll/animal figures. The teacher will ask :Studentname "What is he/she doing?" If :Studentname does not respond, or gives an incomplete response like "walking," model the correct response and encourage :Studentname to imitate. e.g., "He is walking."

1.8.3 Objective
:Studentname demonstrates copula verbs "is, are, am." e.g., "This is big. I am Michael."

1.8.3.1 Activity
The teacher collects items and pieces of a puzzle, Mr. Potato Head, pegs, etc. and "hides" them in a bag or box. The teacher picks an item out of the bag and models the target sentence. e.g., "This is a _____." The teacher gives the item to :Studentname to place in the puzzle, etc. Alternate turns selecting and labeling items.

1.8.4 Objective
:Studentname demonstrates the use of personal pronouns: "I, he, him, his, she, her, hers," although some class confusion may still be noted. e.g., "her/she."

1.8.4.1 Activity
The teacher selects 15 pictures of people performing different actions, holding different things, or wearing different articles of clothing. The teacher shows :Studentname two or more pictures, describes one of them, and has :Studentname show which picture it is. e.g., The teacher says, "Show me: He is pulling a wagon." When :Studentname selects the correct picture, the teacher asks :him to describe it. e.g., "What is he doing? Tell me the whole thing?" If :Studentname gives only a partial response, e.g., "pulling a wagon", the teacher asks :Studentname, "Who is pulling the wagon? Tell me the whole sentence."

1.8.5 Objective
:Studentname correctly formulates negative statements. e.g., "It's not mine. I'm not going. I don't have it."

1.8.5.1 Activity
The teacher selects approximately 10 objects that vary in shape, color, and/or size. The teacher hides the items in a box. :Studentname selects one item, but doesn't show it to you. The teacher asks :Studentname questions that elicit a negative response. e.g., "Is it red? No, it's not red. It isn't red. etc."

1.8.6 Objective
:Studentname correctly formulates plurals. Some confusion in the formulation of irregular plurals may still be noted. e.g., "mans/men."

1.8.6.1 Activity
The teacher utilizes Teaching Resources Plurals Cards, which pair singular and plural items. e.g., "cat/cats." The teacher shows :Studentname a picture of a single item and tells :Studentname "Here is one cat." The teacher shows :Studentname the matching plural card and provides a partial model. "Now, here are two_____."

1.8.7 Objective
:Studentname correctly formulates the regular past tense. Some confusion in the formation of the regular past may be noted. e.g., "goed/went."

1.8.7.1 Activity
The teacher selects approximately 10 action picture cards, illustrating verbs whose past tense is formed by adding (ed). The teacher selects a card, pantomimes the depicted action, then asks :Studentname to identify the action. e.g., Teacher: "What did I do?" Child: "You jumped."

1.8.8 Objective
:Studentname formulates the future tense.

1.8.8.1 Activity
The teacher utilizes a short story activty and will read one or two pages of the story, allowing :Studentname sufficient time to view the accompanying pictures. The teacher will show :Studentname the next picture, before reading the text, and ask :him what will or what is going to happen next.

1.8.9 Objective
:Studentname consistently utilizes articles "a" and "the."

1.8.9.1 Activity
The teacher places an empty box in the housekeeping area and tells :Studentname that this is your suitcase. You are pretending to go on a trip and you would like :him to help you pack. Take turns selecting and naming items to be packed. The teacher provides frequent verbal models of the target structures.

1.8.10 Objective
:Studentname uses language in role playing and other forms of make believe. The teacher initiates role playing situations such as playing house, store, hospital, etc.

1.8.10.1 Activity
The teacher imitates dialogue between :Studentname and peers by entering into the play activity and assuming a role model with appropriate pitch variations and tone of voice to fit the character being assumed. e.g., high pitch for a baby, lower for a daddy, etc.

1.8.11 Objective
:Studentname makes appropriate verbal contributions to a class or group discussion.

1.8.11.1 Activity
During group activities such as story time or morning circle time, the teacher presents questions to the group and reinforces :Studentname for attempting to respond in an appropriate manner. e.g., raising hand, etc.

1.8.12 Objective
:Studentname attempts to verbally express his feelings.

1.8.12.1 Activity
Utilize the child's actual state of being as well as representational and role playing activities. e.g., When it is lunchtime discuss whether the child feels hungry, tired, sleepy, etc.

1.8.13 Objective
:Studentname correctly produces consonants (d, t, g, k, f) in :his spontaneous speech.

1.8.13.1 Activity
The teacher begins with two or three target consonants. The teacher selects approximately five clear pictures of familiar items that begin with the target sound(s). e.g., "dog, doll, desk, etc."

1.9 Goal
:Studentname learns comprehension skills for 42-48 months.

1.9.1 Objective
:Studentname demonstrates comprehension of action agents. e.g., "What swims in the water? What tells time?" etc.

1.9.1.1 Activity
The teacher selects approximately 10-15 pictures of familiar objects, and briefly reviews the pictures with :Studentname. Place two or three pictures of a specific action-agent. e.g., "Show me the one that tells time."

1.9.2 Objective
:Studentname comprehends positional concepts: "beside, behind, in front of, near, and far."

1.9.2.1 Activity
The teacher requests :Studentname to demonstrate the target positional concept and encourage :him to verbalize the concept. e.g., "Put the block behind the chair. Where is the block?"

1.9.3 Objective
:Studentname distinguishes texture. e.g., "hard, soft, rough, smooth."

1.9.3.1 Activity:
Materials should include approximately 15-20 items that typify two or three different textures. e.g., "cotton, feather, block, coin." On the table, place two or three empty containers labeled "hard, soft, etc." and present :Studentname with the materials one at a time. Have :Studentname place the item in the appropriate container. e.g., "Let's put it with the other things that are soft."

1.9.4 Objective
:Studentname completes three step commands in appropriate sequential order.

1.9.4.1 Activity:
Tell :Studentname you are going to play a game. You are going to tell him three things to do, and :he must listen very carefully. Give three simple directions. e.g., "Stand up, give me the block, then go to the door." If necessary, use manual gestures and physical demonstration.

1.9.5 Objective
:Studentname recognizes the sequential order of events. e.g., daily schedule.

1.9.5.1 Activity
The teacher displays a daily schedule chart which uses appropriate pictures accompanied by words for each segment of the day. e.g., circle time, playtime, small group time. Refer to the chart to assist :Studentname in organizing the day into smaller units.

1.9.6 Objective
:Studentname demonstrates comprehension of more distant past and future events.

1.9.6.1 Activity:
The teacher utilizes classroom activities. e.g., playtime, circle time, communication notebooks, specially prepared charts and calendars to discuss past and future events of interest. e.g., field trips, holidays, visitors, etc.

1.9.7 Objective
:Studentname attends to a listening or short story activity for up to fifteen minutes.

1.9.7.1 Activity:
Periodically, reinforce :Studentname for appropriate sitting and attending behavior.' e.g., Ask the child a question about the story. Ask the child to be your "page turner." Tell the child you like the way :he is listening.

1.10 Goal
:Studentname learns expressive skills for 42-48 months.

1.10.1 Objective
:Studentname consistently converses in complex and compound sentences utilizing main and secondary verbs. e.g., "I know how to ride my bike."

1.10.1.1 Activity:
Utilize a hand puppet and select several objects that can be manipulated in some way. e.g., small block for building a tower, a crayon to write with, etc. Have the puppet manipulate the objects, and discuss what the puppet is doing. e.g., "Bill is trying to build a tower. What's he trying to do? Can we help? Who wants to help? etc." Encourage :Studentname to respond in complete sentences.

1.10.2 Objective
:Studentname utilizes reflexive personal pronouns. e.g., "myself, yourself, etc." "I can do it myself."

1.10.2.1 Activity:
Give :Studentname a short task such as building a puzzle, cleaning up play materials, etc. to do all by :himself. Ask :Studentname, "Is anyone going to help, or can you do it by yourself?" Tell :Studentname that a peer has also been given a job to do "all by :himself." Upon completion of the task, ask :Studentname if anyone assisted :his peer, or if :he did it "all by :himself."

1.10.3 Objective
:Studentname utilizes models: "could, would, should" and verb. e.g., "I could do that."

1.10.3.1 Activity:
Utilize a short story activity and read two or three pages. Then question :Studentname about what the characters "should, could or might" do next. e.g., "He's lost. What should he do? Should he ask a policeman?" etc. Encourage :Studentname to respond in complete sentences.

1.10.4 Objective
:Studentname consistently, correctly formulates interrogative reversals and "wh" questions. e.g., "Does it hurt?" "Can you play?" "What are you going to do?"

1.10.4.1 Activity:
Select approximately 10-15 pictures of familiar items and review the pictures with :Studentname. Then place the pictures face down in front of :Studentname and ask the child to draw a card, but not show it to you. Ask :Studentname a series of questions regarding the picture, and attempt to "guess" what it is. e.g., "Is it red?" "Can you eat it?" etc. Next the teacher should draw a card, and assist :Studentname in asking appropriate questions regarding the picture. e.g., Teacher: "Maybe you should ask what color it is, etc." The teacher and :Studentname should proceed accordingly, alternating turns until all the cards have been drawn.

1.10.5 Objective
:Studentname appropriately responds to questions regarding a short story immediately after the story is read.

1.10.5.1 Activity:
Select a short story which is age-appropriate for :Studentname. e.g., Corduroy, The Hungry Caterpillar, etc. and read the story aloud, condensing the text when necessary. After reading one or two pages, pause and ask :Studentname basic questions regarding what has just been read. e.g., names of main characters, etc. At the end of the story, repeat several of the questions to see if :Studentname has retained information from the beginning of the story, and whether :he can recall the major events of the story.

1.10.6 Objective
:Studentname expresses object function.

1.10.6.1 Activity:
The teacher places pictures of objects and/or real objects, e.g., crayons, scissors, teaspoon, etc. in a bag. Take turns selecting pictures and/or real objects from the bag, describing their functions.

1.10.7 Objective
:Studentname expresses simple opposite analogies.

1.10.7.1 Activity:
Use picture card materials depicting opposite pairs. Assist :Studentname in noting and describing the opposite features of the paired cards.

1.10.8 Objective
:Studentname gives full name on request.

1.10.8.1 Activity:
Ask :Studentname to tell you :his whole name. If necessary, explain that everyone has two names, a first name, and a last name. Tell :Studentname that :his first name is "Mike" and :his last name is "Smith", so his whole name is "Mike Smith."

1.10.9 Objective
:Studentname talks with others about personally meaningful experiences.

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1.10.9.1 Activity:
The teacher utilizes classroom activities. e.g., circle time, playtime, communication notebook, and specially prepared calendars and charts to discuss interesting experiences that happen in the past, at home or at school.

1.10.10 Objective
:Studentname discusses events that occurred in the more distant part, as well as future events such as upcoming birthdays, holidays, etc.

1.10.10.1 Activity
Utilize the aforementioned communication notebook, as well as specially prepared calendars and charts, to assist :Studentname in recalling past experiences and preparing for future events.

1.11 Goal
:Studentname learns comprehension skills for 48-60 months.

1.11.1 Objective
:Studentname completes tasks of association.

1.11.1.1 Activity:
Utilize DLM Level III Association Cards. Begin with two or three of the simple cards and ask :him to find the one that "doesn't belong." Discuss with :Studentname how the items are "alike" and how they are "different." e.g., "These three are alike even though this one is yellow, this one is blue, etc., but this is a dog. He's not a bird, etc."

1.11.2 Objective
:Studentname recognizes visual and auditory absurdities.

1.11.2.1 Activity:
The teacher utilizes Teaching Resources, "What's Wrong Here?" for visual absurdities or verbal absurdities, utilizing familiar stories, songs, nursery rhymes and objects. Encourage :Studentname to identify each absurdity depicted pictorially or verbally.

1.11.3 Objective
:Studentname utilizes strategies for problem solving.

1.11.3.1 Activity
The teacher plans activities that are easily reduced into small units. e.g., building a block structure, setting up for snack, art projects and requests :Studentname to verbalize the sequence of events while proceeding through the activity.

1.11.4 Objective
:Studentname holds more than one attribute in mind at a time. e.g., "Can you find something yellow and round?"

1.11.4.1 Activity:
The teacher places several related objects or pictures in front of the child, e.g., pictures of hats varying in size, shape, color, etc. Ask :Studentname to identify items containing two salient attributes. e.g., "Find the hat that is red and has a feather."

1.11.5 Objective
:Studentname distinguishes weight differences.

1.11.5.1 Activity:
Select approximately 10 objects half of which are appreciably heavier than the others. e.g., cotton ball vs. wooden block. Have :Studentname hold a heavy item in one hand, and a lighter object in the other and discuss the weight differences with :Studentname. Ask :Studentname to close :his eyes and place an object in each hand and ask :him to tell which one is heavier or lighter. As a follow-up activity, place two items on the table in front of the child. Ask :him to tell which one :he thinks is heavier or lighter before :he actually picks them up.

1.11.6 Objective
:Studentname identifies secondary body parts. e.g., "head, thumb, knee, chin, ankle, little finger, eyebrow."

1.11.6.1 Activity:
Initiate a singing game activity such as "Everybody Wash" from Sesame Street and tell :Studentname which part to "wash" and together pantomime "washing." e.g., "Let's wash our face. Let's wash our little finger." Give :Studentname an opportunity to select something to wash.

1.11.7 Objective
:Studentname correctly organizes a three or four step series of sequence cards.

1.11.7.1 Activity:
Utilize DLM Level 1 Sequence Cards. The teacher demonstrates the procedures, first putting the cards in order and telling the story. Next, ask the student to retell the story. Gradually increase the level of difficulty by asking the student to rearrange the picture cards and retell the story.

1.12 Goal
:Studentname learns expressive skills for 4-5 years of age.

1.12.1 Objective
:Studentname carries on a conversation in a socially appropriate manner.

1.12.1.1 Activity:
Utilize morning circle or other small group situations and initiate discussion of a particular topic such as what the child might do over the weekend or for a holiday, etc. Reinforce :Studentname for interacting appropriately, on a verbal level, with both peers and adults. Encourage :Studentname to extend :his conversation beyond single responses to a question.

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1.12.2 Objective
:Studentname relates information, stories, etc. in a coherent, sequential, manner.

1.12.2.1 Activity:
The teacher plans activities that stress sequential order. e.g., cooking activities, sequential stories, building projects and requests :Studentname to verbalize the sequence of events while proceeding through the activity.

1.12.3 Objective
:Studentname expresses cause-effect relationships.

1.12.3.1 Activity:
Request :Studentname to verbalize possible results of an action before actually demonstrating the cause-effect relationship. Utilize DLM Open Ended Sequence and Logic Cards and show :Studentname the first card and ask :him to verbalize what could happen as a result of the activity shown in picture. e.g., "What could happen if these boys play with the matches?" As an extension, discuss more abstract cause-effect relationships, without the use of visual aids. e.g., "What could happen if you ran out in the street?", etc.

1.12.4 Objective
:Studentname expresses social courtesies such as "please" and "thank you.

1.12.4.1 Activity:
Utilize a snack activity and model the words "please" and "thank you" appropriately. e.g., "Please pass the juice." Positively reinforce :Studentname or a peer for spontaneously using the target words.

1.12.5 Objective
:Studentname describes items by more than one attribute. e.g., "size, color, weight, etc."

1.12.5.1 Activity:
Place approximately 15 pictures of familiar items face down on the table. First, the teacher should select a picture, provide 3 or 4 verbal clues, and encourage :Studentname to "guess" what it is. e.g., "It's red and round, and you can eat it. etc." Next, :Studentname picks a picture. The teacher should then encourage the child to verbally describe the items. Proceed in this manner until all the cards have been drawn.

1.12.6 Objective
:Studentname expresses several ways items are "alike/different."

1.12.6.1 Activity:
Plan a categorization activity such as "shopping mall" and assist :Studentname in setting up two or three "stores." Select 15-20 objects or pictures and ask :Studentname to decide in which store the items belong.

1.12.7 Objective
:Studentname correctly formulates subject-verb agreement.

1.12.7.1 Activity:
Utilize a hand puppet, doll, or stuffed animal, and plan a role playing activity such as going to a restaurant. The teacher or peer should assume the role of waiter and waitress and ask :Studentname what :he wants to eat. Then ask :Studentname to tell what the doll or animal wants. e.g., "I want a hamburger. :He wants some juice."

1.12.8 Objective
:Studentname correctly formulates the irregular past tense.

1.12.8.1 Activity:
Plan a playground activity. Tell :Studentname that you both are going outside to play, and when you come back in, your're going to talk about what you played. When :Studentname is back in the room, ask :him to recall what :he did outside. e.g., "I ran around. I swung on the swing. I threw the ball, etc."

1.12.9 Objective
:Studentname correctly formulates irregular plurals.

1.12.9.1 Activity:
The teacher utilizes Teaching Resources Plural Cards which pair singular and plural items. e.g., "cat/cats." The teacher shows :Studentname a picture of a single item and tells :Studentname "Here is one cat." The teacher shows :Studentname the matching plural card and provides a partial model. e.g., "Now here are two_____."

1.12.10 Objective
:Studentname uses oral language in problem solving activities.

1.12.10.1 Activity:
The teacher asks :Studentname to state the problem. e.g., What :he is trying or would like to do. Assist :Studentname in verbally reducing a task into small steps, and following them through to completion. e.g., Teacher: "What are we trying to make?" Child: "Some cookies." Teacher: "O.K., how are we going to do that? What are we going to need? etc."

1.12.11 Objective
:Studentname correctly produces (v, l, j, sh, ch) in his spontaneous speech.

1.12.11.1 Activity:
The teacher begins with two or three target consonants. The teacher selects approximately five clear pictures of familiar items that begin with the target sound(s). e.g., "show, child, like, etc."

1.12.12 Objective
:Studentname's spontaneous speech is 95% intelligible with the context unknown.

1.12.12.1 Activity:
With the possible exception of consonants (s, z, r, th) :Studentname should be able to correctly produce all of the English vowel and consonant phonemes in spontaneous speech. If :Studentname demonstrates particular difficulty with one or more sounds, or if :his spontaneous speech frequently appears difficult to understand, the teacher should refer :Studentname to the speech and language therapist for an evaluation.

1.12.13 Objective
:Studentname correctly produces multi-syllabic words in imitation.

1.12.13.1 Activity:
Select 10-15 pictures of multi-syllabic objects such as "watermelon, helicopter, etc." and tell :Studentname you are going to show :him some pictures of things that have very long names, and ask him to label them. If :Studentname has difficulty, provide the appropriate verbal model and encourage :Studentname to imitate. The teacher may wish to stress the individual syllables of a word first, and then model the whole word. e.g., "hel-i-cop-ter/helicopter." As an extension, ask :Studentname to make up a sentence using a target word. e.g., "The helicopter is flying up high."

PIE Level

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2. Section
Self Help Skills

2.1 Goal
:Studentname learns self-help skills for 18-24 months.

2.1.1 Objective
:Studentname uses toilet when taken by an adult.

2.1.1.1 Activity:
Set up a routine in which :Studentname is placed on the toilet frequently during the day, and use an appropriate size potty chair.

2.1.2 Objective
:Studentname removes simple clothing items. e.g., hat, mittens, socks, jacket.

2.1.2.1 Activity:
Use clothing that is large and easy to remove. e.g., mittens made of knit material as opposed to vinyl, cotton socks as opposed to nylon. To teach :Studentname the task, use backward chaining technique: (training from the last response in a chain back to the first) and task analysis.

2.1.3 Objective
:Studentname drinks from a cup using one hand.

2.1.3.1 Activity:
Use an appropriate size non-crushable cup. Initially fill cup half or less and help :Studentname drink from the cup. Teach :Studentname the necessary steps involved in this task by using the backward chaining technique.

2.1.4 Objective
:Studentname spoon feeds self with little spilling.

2.1.4.1 Activity:
Use an appropriate size spoon. If necessary, make the handle larger by wrapping tape and cloth around it. Initially present :Studentname with semi-solids such as pudding, mashed potatoes, applesauce, etc. Teach :Studentname the necessary steps involved in this task by using the backward chaining technique.

2.1.5 Objective
:Studentname washes and dries hands with assistance.

2.1.5.1 Activity:
Demonstrate the task of washing and drying hands. Consistently verbalize the actions as they are done. e.g., "Turn on the water, wet, rub, rinse, dry." Teach :Studentname the necessary steps involved in this task by using the backward chaining technique.

2.2 Goal
:Studentname learns self-help skills for 24-30 months.

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2.2.1 Objective
:Studentname verbalizes toilet needs (rarely has daytime accidents).

2.2.1.1 Activity:
Reinforce :Studentname at this stage for indicating :his needs to you. As appropriate, continue to decrease the amount of help you offer with managing clothes, toileting and washing and drying hands.

2.2.2 Objective
:Studentname a) unties; b) unsnaps front closings; and c) unzips zipper (non-separating).

2.2.2.1 Activity:
Use clothing that is easy to manipulate and locate. For untying, place colored tape on tips of laces so that :Studentname can distinguish them from the loops. For unzipping, if :Studentname does not have pincer grasp, attach something such as a key chain on the end of the zipper tab. Teach the necessary steps involved in these tasks by using the backward chaining technique.

2.2.3 Objective
:Studentname distinguishes front and back of clothing.

2.2.3.1 Activity:
Assist :Studentname in examining an article of clothing and point out differences between the front and back of the article. e.g., buttons and zippers in the front, size tags in the back, etc. Reinforce :Studentname for spontaneously attempting to locate distinguishing characteristics. e.g., looking for the size tag.

2.2.4 Objective
:Studentname a) puts on coat or dress unassisted b) buttons one large button and c) puts on hat.

2.2.4.1 Activity:
Begin teaching :Studentname the task by having :him watch you perform it, then gently take :his hands and move :him through the steps. Teach :Studentname to perform the task independently by using the backward chaining technique.

2.2.5 Objective
:Studentname washes and dries hands without assistance.

2.2.5.1 Activity:
Reinforce :Studentname at this stage for washing and drying :his hands without assistance. If necessary teach :Studentname the necessary steps involved in this task by using the backward chaining technique.

2.2.6 Objective
:Studentname eats with a fork using a fist grasp.

2.2.6.1 Activity:
Use a child size fork with short handle and a bowl or plate with outer edge to push food against. First show the child what to do by eating with a fork yourself. Then, begin by gently taking the child's hand in yours and assisting :him to move through all the necessary steps. Continue to teach the necessary steps involved in this task by using the backward chaining technique.

2.3 Goal
:Studentname learns self-help skills for 30-36 months.

2.3.1 Objective
:Studentname unbuttons accessible buttons.

2.3.1.1 Activity:
Use large, flat buttons and demonstrate to :Studentname what to do by letting :him watch you or older child, and continue to teach :Studentname the steps involved in the task by using the backward chaining technique.

2.3.2 Objective
:Studentname removes "pull down" garments.

2.3.2.1 Activity:
Begin by using shorts with elastic at the waist and underpants. Gently take :his hands and move :him through the steps, assisting :him to take off :his pants. Teach :Studentname the steps involved in this task by using the backward chaining technique. Repeat with long pants.

2.3.3 Objective
:Studentname pulls on shoes. (not always correct feet)

2.3.3.1 Activity:
Put corresponding decals on :Studentname's shoe and sock so that :Studentname puts each foot in the right shoe. Begin by sitting behind or beside :Studentname and putting a large shoe on :him while :he watches. Teach :Studentname the necessary steps for this task by using the backward chaining technique.

2.3.4 Objective
:Studentname puts on mittens.

2.3.4.1 Activity:
Use loose fitting mittens that have the thumbs on the side so :Studentname can't put them on the wrong hand. Teach :Studentname the necessary steps for this task by using the backward chaining technique.

2.3.5 Objective
:Studentname pours from a pitcher.

2.3.5.1 Activity:
Start with a small, partially filled (1 cup) measuring cup with a spout. Using sand, rice, dried beans, etc., take :Studentname's hand in yours and assist :him in pouring. Begin to vary the times you ask :him to stop so that :he leaves some material in :his pitcher. Increase the amount in the pitcher. Gradually decrease the amount of assistance. Begin by letting go just as :he starts to pour, then as :he gets to the cup or bowl, finally letting :him grasp, pick up and pour independently. Change to a liquid: water, juice, etc.

2.3.6 Objective
:Studentname turns faucet on and off (does not regulate the water).

2.3.6.1 Activity:
Use a toy that has a knob that makes something happen when it's turned. (Etch-A-Sketch, Fisher Price Toys which have knobs to turn. Practice with :him on the toy, :he can turn the knob and make the toy work by :himself. Hold a cup under the faucet and ask :Studentname to turn on the water.

2.3.7 Objective
:Studentname puts on socks.

2.3.7.1 Activity:
First, using a large sock (preferably a tube sock), show :Studentname what to do by sitting beside or behind :him and putting sock on :Studentname's foot. Teach :Studentname to perform this task independently by using a backward chaining technique.

2.4 Goal
:Studentname learns self-help skills for 36-42 months.

2.4.1 Objective
:Studentname wipes nose with reminders.

2.4.1.1 Activity:
Use a mirror to make :Studentname aware of need. Demonstrate the task on yourself and on :Studentname as :he watches in a mirror. Physically guide :Studentname through the proper motions. Reinforce the skill by encouraging :Studentname to wipe the doll's nose because :he has a bad cold.

2.4.2 Objective
:Studentname removes pull-over garment.

2.4.2.1 Activity:
Begin with a loose tee-shirt with short sleeves or a tank-top. First show :Studentname how to remove :his shirt. Then standing in front of :Studentname take :his hands and gently move through all of the steps.

2.4.3 Objective
:Studentname wipes up spills.

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2.4.3.1 Activity:
When :Studentname spills, request that :he help you clean up. Assist :Studentname in selecting and retrieving appropriate materials such as paper towels, etc. and give :Studentname some of the cleaning materials and demonstrate how to wipe up the spilled material.

2.4.4 Objective
:Studentname brushes teeth.

2.4.4.1 Activity:
Use an appropriate size toothbrush and a mirror to aid in teaching toothbrushing skills. Initially, physically guide :Studentname through the steps for brushing teeth. Praise each time for brushing teeth and gradually decrease assistance.

2.5 Goal
:Studentname learns self-help skills for 42-48 months.

2.5.1 Objective
:Studentname cares for self at toilet.

2.5.1.1 Activity:
At this stage, :Studentname should now be ready to indicate :his need and go unassisted to the bathroom.

2.5.2 Objective
:Studentname washes and dries :his hands without assistance.

2.5.2.1 Activity:
At this stage, :Studentname should wash and dry hands without assistance. If necessary, teach :Studentname the necessary steps involved in this task by using the backward chaining technique.

2.5.3 Objective
:Studentname zips non-separating zipper.

2.5.3.1 Activity:
Using :Studentname's jacket which has a large zipper (such as :his winter coat), begin by having :Studentname watch you perform the task. Teach :Studentname to perform this task independently by using the backward chaining technique. When :Studentname can zip a heavy, easy to see, easy to zip zipper, gradually move to teaching :him to do lighter-weight and harder to manage zippers such as those on windbreakers.

2.5.4 Objective
:Studentname buttons small front buttons.

2.5.4.1 Activity:
When :Studentname can button large flat buttons, repeat the steps with medium, then small, buttons.

2.5.5 Objective
:Studentname knows when clothes are inside-out and turns if needed.

2.5.5.1 Activity:
Examine articles of clothing with :Studentname and point out and discuss the differences between the inside and outside of a garment. Discuss and demonstrate strategies for determining whether clothes are inside-out. e.g., can't manipulate buttons and zippers appropriately, would be able to see tags, etc.

2.6 Goal
:Studentname learns self-help skills for 48-60 months.

2.6.1 Objective
:Studentname knows which shoe goes on which foot.

2.6.1.1 Activity:
Initially mark :Studentname's shoes. e.g., A dot on the outside of each shoe near where :his big toe is so when :he has :his shoes on correctly and puts :his feet together, the dots will touch. As appropriate, remove visual assistance.

2.6.2 Objective
:Studentname puts on a pullover garment, such as tee-shirt or sweater.

2.6.2.1 Activity:
Examine the garment with :Studentname and explain and demonstrate which hole :his head will go through, and which ones :his arms will fit through. After several demonstrations, request that :Studentname put the shirt on over :his head, with little or no assistance.

2.6.3 Objective
:Studentname wipes nose without reminder.

2.6.3.1 Activity:
Reinforce :Studentname for wiping nose at this stage without assistance. If necessary, teach :Studentname the necessary steps involved by physically guiding :him through the proper motions.

2.6.4 Objective
:Studentname feeds self with a spoon and fork, holding each with fingers.

2.6.4.1 Activity:
By this time :Studentname is holding writing tools (pencils) with :his fingers. If :Studentname is still holding the fork and spoon with :his fist, begin to teach :him to use :his thumb and two adjacent fingers by demonstrating for :him.

2.6.5 Objective
:Studentname uses a knife for spreading.

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2.6.5.1 Activity:
Begin by using toasted bread and peanut butter/jelly, or some other easily spread food like apple butter and use a knife with broad, blunt blade. Begin by showing :Studentname how to spread the peanut butter yourself then say, "put the peanut butter on your toast," and gently take :his hands (stand behind :him and reach around) and assist :him through the necessary steps.

2.6.6 Objective
:Studentname laces shoes.

2.6.6.1 Activity:
Demonstrate task on a lacing board and encourage :Studentname to practice on the board. As :he progresses, present :Studentname with an adult shoe or a wooden lacing shoe and allow :him to practice on the shoes. Give :Studentname verbal instructions or physical assistance as needed and encourage :Studentname to lace :his own shoes.

2.6.7 Objective
:Studentname blows nose without reminders.

2.6.7.1 Activity:
Check :Studentname for :his ability to blow air through the nose. (Note: Some children breath through their mouths and do not realize air can be blown through the nose. Use a small mirror and ask :Studentname to blow air through their nose while mirror is held under :his nostril. Observe :Studentname and teach :Studentname the steps :he omitted until :he can perform the task independently.

PIE Level

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3. Section
Social/Emotional Skills

3.1 Goal
:Studentname learns social/emotional skills for 18-24 months.

3.1.1 Objective
:Studentname engages in parallel play. e.g. :Studentname seems to prefer to be around other children rather than off in a corner.

3.1.1.1 Activity
Teacher initiates playing with :Studentname in one area of the classrom. e.g., house area, block area, art area, and encourage another child to play in the same area. As the children play, gradually remove yourself from the play area. Periodically return to the play area to praise :Studentname for playing next to his peers.

3.1.2 Objective
:Studentname follows simple one step directions.

3.1.2.1 Activity
Demonstrate simple directions to :Studentname. e.g., "Sit on the rug, Walk to the table," as you verbalize what you are doing. Provide :Studentname physical assistance. e.g., take :Studentname to the chair and visual cueing, e.g., point to the chair, as needed.

3.1.3 Objective
:Studentname shares object or food when requested.

3.1.3.1 Activity
Teacher models the concept of sharing to :Studentname and gradually asks :Studentname to share his toys with another child. Praise :Studentname for sharing.

3.1.4 Objective
:Studentname actively explores the environment.

3.1.4.1 Activity
Teacher removes toys from the shelf and plays with :Studentname. Encourage :Studentname to play with the toys. Repeat this procedure until :Studentname plays independently with various toys.

3.1.5 Objective
:Studentname imitates simple, familiar behavior.

3.1.5.1 Activity
Teacher models simple behaviors to :Studentname such as reading a book, picking up a telephone or kissing a doll and encourage :Studentname to imitate the behavior.

3.1.6 Objective
:Studentname demands personal attention.

3.1.6.1 Activity
Teach an activity at :Studentname's level, such as scribbling on paper or building a tower of blocks. As :Studentname becomes more independent in performing the task, gradually remove yourself from the play area, praising :Studentname each time he comes to show you his work.

3.1.7 Objective
:Studentname tolerates delayed gratification.

3.1.7.1 Activity
Help :Studentname to anticipate times when :he will need to wait and set a timer and verbalize to :Studentname that you know it is hard to wait and praise :him for waiting.

3.1.8 Objective
:Studentname responds to name when called.

3.1.8.1 Activity
Call :Studentname and wait for :him to make eye contact. If necessary, provide physical assistance.

3.1.9 Objective
:Studentname pretends with real objects. e.g., feeds doll with empty cup and spoon.

3.1.9.1 Activity
Teacher enters into :Studentname's free play and demonstrates a "pretend" activity. Verbalize throughout the activity and encourage :Studentname to introduce appropriate materials into the activity.

3.2 Goal
:Studentname learns social/emotional skills for 24-30 months.

3.2.1 Objective
:Studentname attends to music or stories, 5-10 minutes.

3.2.1.1 Activity
Teacher initially sits next to :Studentname and provides physical assistance and/or verbal and visual reminders as needed.

3.2.2 Objective
:Studentname initiates own play activity.

3.2.2.1 Activity
Teacher initially plans a play activity and plays with :Studentname. Gradually leave the area for short periods of time until :he can play by :himself.

3.2.3 Objective
:Studentname carries out routine procedures.

3.2.3.1 Activity
Teacher models for :Studentname procedures to be used for various activities. e.g., easel painting, water play. Verbal prompt and/or physically assist :Studentname with carrying out routine procedures. As appropriate, decrease your assistance.

3.2.4 Objective
:Studentname substitutes an object which is similar in shape to represent the real object being symbolized. Use as a cup, boat, cake, etc. Reinforce :Studentname for spontaneously thinking of objects.

3.2.4.1 Activity
Teacher models using substitute objects for real objects while playing with :Studentname. e.g., while in the house area pretend all the play cups are dirty and suggest using same circular blocks from the house area. Gradually decrease your modeling and verbally prompt :Studentname to think of :his own objects. e.g., "What could we use for birthday candles on our cake?" Praise :Studentname for using a substitute object.

3.2.5 Objective
:Studentname attempts to help with domestic activities in simultaneous play.

3.2.5.1 Activity
Teacher provides opportunities for :Studentname to assist you with domestic activities. e.g., wiping the table after snack, sweeping the floor. Demonstrate to :Studentname how to perform the task and ask :Studentname to help. Provide verbal and/or role play these chores in various play areas. e.g., washing the cars in the block area, cleaning the refrigerator in the house area.

3.3 Goal
:Studentname learns social/emotional skills for 30-36 months.

3.3.1 Objective
:Studentname sings and dances to music.

3.3.1.1 Activity
Teacher provides for a music time in :Studentname's daily schedule. Practice short songs, fingerplays, and dances until :Studentname can perform them with minimal assistance.

3.3.2 Objective
:Studentname plays simple group games.

3.3.2.1 Activity
Teacher introduces simple games. e.g., "Ring-Around-The-Rosey" during group time and provide assistance until :Studentname can perform the game.

3.3.3 Objective
:Studentname makes a choice when asked.

3.3.3.1 Activity
Teacher provides opportunities for :Studentname to make choices throughout the school day. Reinforce for making choices.

3.3.4 Objective
:Studentname shows understanding of feelings.

3.3.4.1 Activity
Teacher models for :Studentname by expressing her own feelings about events that occur and encourages :Studentname to express :his own feelings about events that occur to the teacher as well as peers.

3.3.5 Objective
:Studentname helps put things away.

3.3.5.1 Activity
Label shelves with picture cards to represent where toys and materials belong. Teacher models to :Studentname, removing and putting toys away, while encouraging and assisting :Studentname to do the same.

3.3.6 Objective
:Studentname substitutes dissimilar objects. e.g., Wooden letters for mommy or daddy, to represent the real object being symbolized.

3.3.6.1 Activity
Teacher enters into :Studentname's free play and demonstrates a "pretend" activity. Verbalize throughout the activity and encourage :Studentname to introduce appropriate play materials into the activity for helping to put things away.

3.3.7 Objective
:Studentname engages in associative play. e.g., Plays with other children with frequent cross-reference and comment, sharing play materials.

3.3.7.1 Activity
When :Studentname chooses to play near other children in parallel play most of the time, begin to encourage :Studentname to play with toys similar to the one the other children are using. Praise :Studentname whenever you see :him engaged in appropriate play similar to those of a child :he is near, in areas such as in the sandbox, art or blocks.

3.4 Goal
:Studentname learns social/emotional skills for 36-42 months.

3.4.1 Objective
:Studentname shares on :his own initiative. e.g., Child offers ball to another child, gives up bike or other possession of :his own.

3.4.1.1 Activity
Teacher models the concept of sharing to :Studentname and gradually asks :Studentname to share :his toys with another child.

3.4.2 Objective
:Studentname picks up toys and puts them away.

3.4.2.1 Activity
Label shelves with picture cards to represent where toys and materials belong. Teacher models to :Studentname removing and putting toys away while encouraging :Studentname to do the same.

3.4.3 Objective
:Studentname takes turns on :his own initiative. e.g., :Studentname waits for :his turn on slide, drinking fountain, at snack, etc.

3.4.3.1 Activity
Teacher enters into :Studentname's free play and models taking turns with :his toys, e.g., It's your turn. Put another block on top of mine. Now it's my turn. Encourage :Studentname to take turns with his peers and praise :him for appropriate behavior.

3.4.4 Objective
:Studentname separates easily from parents.

3.4.4.1 Activity
Two recommended procedures are: 1) Initially, ask the mother to remain in the room and play with her child and the teacher. Ask the mother to leave for brief periods of time gradually increasing amounts of time away or, 2) Many times the most effective procedure is to have the mother leave immediately.

3.4.5 Objective
:Studentname helps with adult activities. e.g., Child helps set the dinner table.

3.4.5.1 Activity
As you perform a daily living activity, assign :Studentname one small part of the task at a time. e.g., Place a napkin on each placemat, then tell :him to place one spoon on each placemat.

3.4.6 Objective
:Studentname can pretend with no object present. e.g., Child holds up :his hands as if :he is drinking from a cup.

3.4.6.1 Activity
Teacher enters into :Studentname's play and models using an object that is not present. Also, play pantomime games with :Studentname, initially demonstrating the game using the real objects.

3.5 Goal
:Studentname learns social/emotional skills for 42-48 months.

3.5.1 Objective
:Studentname cleans up following an activity. e.g., :Studentname places puzzle correctly on shelf independently.

3.5.1.1 Activity
Divide the classroom into definite play areas. e.g., block area, art area, and have a definite place for items to be placed (shelves, drawers, boxes). Paste or tape a picture of the item on its special place. Teacher encourages :Studentname to clean up following one activity before starting the next and provide assistance as needed.

3.5.2 Objective
:Studentname accepts duties and obligations in the classroom.

3.5.2.1 Activity
Teacher devlops jobs for the children to assist with in the clasroom and constructs a job chart with an illustration that depicts each job. Assign job to each child and assist the child with :his job as needed.

3.5.3 Objective
:Studentname adapts to changes in routine or task.

3.5.3.1 Activity
There are many ways to promote this objective. Some suggested practices are: a. If the child appears to be in distress in a new situation, acknowledge his feelings, and reassure :him that :his discomfort will pass in a short while. b. Help :Studentname learn to anticipate the future and adjust to change. e.g., Make it easier for :him to adapt to changes in scheduled activities by giving advance notice of what is going to take place. c. Gradually introduce changes into the classroom. e.g., Rearrange parts of the room and/or materials periodically, make changes in classroom routine and scheduling, change the location of activity areas.

3.5.4 Objective
:Studentname performs for peers.

3.5.4.1 Activity
Teacher provides opportunities. e.g,. storytime, music time, etc. for :Studentname to perform. Practice many times, until :Studentname is familiar with the task.

3.5.5 Objective
:Studentname follows classroom rules without assistance.

3.5.5.1 Activity
Teacher establishes and consistently enforces a few basic rules regarding safety and personal rights. Praise :Studentname for following classroom rules and provide assistance as needed. e.g., Remind :Studentname to sit in :his chair while eating.

3.5.6 Objective
:Studentname engages in socially acceptable behavior in public.

3.5.6.1 Activity
Teach :Studentname alternative ways of getting what :he wants by proposing alternative solutions. e.g., Tell :him what to say to another child, give :him ideas about what to say, or suggest something specific that :he can do as an alternative to what :he initially wanted to do.

3.5.7 Objective
:Studentname participates in dramatic make-believe play by portraying a recognizable character.

3.5.7.1 Activity
Teacher enters into :Studentname's play and make-believe play.
NOTE: Gradually the preschooler begins to add other children to :his play and engages in dramatic play. At this stage, :Studentname can: (1) take on a make-believe role (2) pretend with objects (3) pretend with action (4) persist in role play (5) interact with at least one other child and (6) verbally communicate.

3.6 Goal
:Studentname learns social/emotional skills for 48-60 months.

3.6.1 Objective
:Studentname returns borrowed possession to owner.

3.6.1.1 Activity
Provide :Studentname with good models for the behavior and consistent praise. Also praise other children for returning borrowed possessions so that :Studentname hears you and observes the others.

3.6.2 Objective
:Studentname runs errands outside of the home or classroom.

3.6.2.1 Activity
Initially ask :Studentname to do a short errand with you outside of the classaroom. e.g., To take an item to the classroom next door. Practice until :he can do this type of errand with no assistance. Gradually increase the complexity of the errand. e.g., Ask :Studentname to take the attendance to the office.

3.6.3 Objective
:Studentname plays cooperatively with peers.

3.6.3.1 Activity
These skills goes beyond associative play in that here the children have a common understanding or goal, and work together in achieving the outcome. If a child is having difficulty, set aside special time for the two of you to build a house out of blocks, or roads in the dirt, or sandbox, for your cars. Teach :him that each of you will contribute an idea as you take turns. When you feel that :Studentname is understanding the "give and take" of a short project and enjoys the outcome, add another child. Praise :Studentname as you observe :his listening to others, accepting others ideas, offering :his own good ideas, and working together in play.

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3.6.4 Objective
:Studentname accepts responsibility for own belongings.

3.6.4.1 Activity
Label each coathook and cubbie with :Studentname's name and photograph. Emphasize this is :Studentname's place or area for :his things. Initially assist :Studentname with placing :his belongings in the appropriate place. Gradually reduce your assistance until :Studentname can perform the skill independently.

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4. Section
Cognitive Skills

4.1 Goal
:Studentname learns cognitive skills for 18-24 months.

4.1.1 Objective
:Studentname relates to pictures and photographs of real places and things.

4.1.1.1 Activity
Teacher shows :Studentname large, clear pictures or photographs, and if necessary, pairs it with the actual object. e.g. phone/toy phone, apple/real apple. Encourage :Studentname to name the picture, either spontaneously or in imitation.

4.1.2 Objective
:Studentname recognizes familiar objects by sound, touch, taste, and smell

4.1.2.1 Activity
Teacher assembles group of objects familiar to :Studentname and easily identified by either sound, touch, taste, or smell. Ask :Studentname to close :his eyes and present one item at a time for :Studentname to either hear, smell, taste, or feel.

4.1.2.2

4.1.3 Objective
:Studentname will begin to compare items by physical attribute through actual manipulation. e.g., big/small; round/not round. :Studentname would not be expected to verbally express these differences.

4.1.3.1 Activity
Teacher encourages :Studentname to physically explore play materials. Discuss and demonstrate various physical attributes. e.g., "This is round. See, it can roll. This isn't round. Look, we can't roll it."

4.1.4 Objective
:Studentname attempts to fit things together and take them apart. e.g., snap beads.

4.1.4.1 Activity
Teacher provides :Studentname with appropriate sized toys or objects that readily fit together and come apart such as, snap beads, Legos, train cars, Bristle Blocks. Demonstrate how to manipulate the items and encourage :Studentname to explore them independently. Reinforce any "creations" made by :Studentname such as a long row of snap beads, necklace, etc.

4.1.5 Objective
:Studentname stacks and assembles four nesting blocks.

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4.1.5.1 Activity
Teacher provides :Studentname with four nesting blocks or boxes. Allow :Studentname to explore the blocks and encourage :him to spontaneously attempt to stack or "nest" them. If necessary, assist :Studentname in stacking or nesting the blocks in approporiate order.

4.1.6 Objective
:Studentname engages in a variety of stacking activities. e.g., cans, blocks, etc.

4.1.6.1 Activity
Teacher utilizes activities and materials that are of interest to :Studentname. e.g., playing "store" with food cans. Demonstrate and verbalize how items can be placed one on top of the other, and encourage :Studentname to imitate.

4.1.7 Objective
:Studentname forms graphic collections. e.g., Sorting items according to a criteria known only to :Studentname :himself. Collections appear very random to an observer.

4.1.7.1 Activity
Teacher encourages :Studentname, while playing, to sort items according to a criteria. Using a variety of buttons make different kinds of muffins, e.g., big-button cupcakes.

4.1.8 Objective
:Studentname will develop the positional concepts of in/out, up/down through manuvering :his own body in space, and through physical manipulation of objects.

4.1.8.1 Activity
The teacher requests :Studentname to demonstrate the target positional concept and encourages him to verbalize the concept. e.g., "Put the blocks in the box. Where is the block?"

4.1.9 Objective
:Studentname comprehends and expresses the concept of more.

4.1.9.1 Activity
Teacher develops concept of more by asking questions about number and amount as :Studentname works with materials. e.g., "Do you think these pitchers have the same amount of milk? Which collage has more things on it?"

4.2 Goal
:Studentname will learn cognitive skills for 24-30 months.

4.2.1 Objective
:Studentname will sort and match basic colors. e.g., red, blue, green, yellow.

4.2.1.1 Activity
Use materials that are identical in all aspects except color. e.g., cubes, pegs, etc. Teacher demonstrates sorting or matching one item at a time, then gives :Studentname items to sort or match.

4.2.2 Objective
:Studentname comprehends and expresses the concept of another.

4.2.2.1 Activity
Utilize free play, snack, and routine classroom activities. Teacher verbalizes and demonstrates the concept using :Studentname's play and classroom materials. e.g., "Here's another napkin. I found another block."

4.2.3 Objective
:Studentname manipulates, transforms, and combines materials. e.g., ripping paper, pounding playdough, etc. observing changes in shape, texture, etc.

4.2.3.1 Activity
Use art materials such as playdough, paper, foil, etc. Teacher verbalizes and demonstrates how the materials can be torn, flattened, crumbled, etc. Encourage :Studentname to physically manipulate the materials and verbalize how they have changed.

4.2.4 Objective
:Studentname names other family members including pets.

4.2.4.1 Activity
Utilize photographs as well as information provided by parents. Teacher encourages :Studentname to name the people and animals in the pictures.

4.2.5 Objective
:Studentname demonstrates the concept of one.

4.2.5.1 Activity
Teacher places several blocks in front of :Studentname and an empty container. Demonstrate to :Studentname by placing one block in the container and ask :Studentname to place one block in the container. Repeat this procedure with different objects until :Studentname can take one block without assistance.

4.2.6 Objective
:Studentname describes items according to physical attributes. e.g., "This is big, etc."

4.2.6.1 Activity
Teacher enters into :Studentname's play activity and verbalizes the physical attributes of the play materials. Occasionally question :Studentname regarding the materials. "I need a big block. Is this one big?" etc.

4.2.7 Objective
:Studentname asks questions concerning his own needs.

4.2.7.1 Activity
Allow :Studentname the opportunity to attempt a task independently, and to seek assistance if necessary. e.g., Reinforce :Studentname for seeking help or information through questioning. "Can you help? Can I go with you?" Model appropriate questions when necessary and encourage :Studentname to imitate.

4.2.8 Objective
:Studentname requests names for unfamiliar items.

4.2.8.1 Activity
Teacher introduces new or unfamiliar materials, allowing :Studentname to examine the material, and giving :him the opportunity to ask about the item before providing the name. Reinforce :Studentname for asking the name of a new person or unfamiliar item.

4.2.9 Objective
:Studentname comprehends basic object function. e.g., "What do we do with this?"

4.2.9.1 Activity
Utilize familiar classroom materials, or clear pictures of objects such as a hammer, scissor, broom, etc. Teacher verbalizes and demonstrates the function of unfamiliar materials and encourages :Studentname to imitate teacher models. Reinforce :Studentname for verbalizing or demonstrating appropriate new uses for the material. e.g., Using a bucket to hide things under as well as to fill up.

4.2.10 Objective
:Studentname observes things and places from different spatial viewpoints. e.g., Attempting to look at things upside down, crawling under and over objects, walking backwards.

4.2.10.1 Activity
Teacher plans gross motor and obstacle course activities that encourages :Studentname to examine materials from above, below, next to, etc. and to verbalize their observations.

4.3 Goal
:Studentname learns cognitive skills for 30-36 months.

4.3.1 Objective
:Studentname recognizes self in photographs and mirror.

4.3.1.1 Activity
Teacher photographs :Studentname's classmates, and teachers. Place two or three pictures in front of :Studentname, and request :him to select :his picture from the others.

4.3.2 Objective
:Studentname demonstrates interest in a simple story read from a picture book.

4.3.2.1 Activity
Teacher encourages :Studentname to examine the pictures and to respond to teacher directed questions.

4.3.3 Objective
:Studentname represents with objects. e.g., Label block structure as a bridge or a house.

4.3.3.1 Activity
Teacher enters into :Studentname's free play activity and suggests labels for :Studentname's structures. e.g., "That's really tall. I wonder if your making a rocketship." Reinforce :Studentname for spontaneous labeling of :his structures and extending the activity to include additional materials. e.g., Putting "people" in a building.

4.3.4 Objective
:Studentname asks many questions, not necessarily limited to own immediate needs. e.g., "What's this for? Why he's crying?"

4.3.4.1 Activity
Teacher allows :Studentname adequate opportunity to explore new materials before providing information about them. Reinforce :Studentname for asking appropriate questions regarding material, activity, or event. When necessary model appropriate questions. e.g., "I wonder what we could do with these?" etc.

4.3.5 Objective
:Studentname sorts and matches the three basic shapes, circle, square, triangle.

4.3.5.1 Activity
Use 3-dimensional shapes all in the same color. Teacher demonstrates sorting or matching one item at a time, then gives :Studentname items to sort or match.

4.3.6 Objective
:Studentname identifies the basic colors. e.g., red, yellow, blue, and green on request.

4.3.6.1 Activity
:Studentname should be able to match and sort colors. Teacher places different colored blocks (2-4) in front of :Studentname and asks :Studentname to point to a block as you name the color.

4.3.7 Objective
:Studentname distinguishes parts and wholes.

4.3.7.1 Activity
Provide :Studentname with materials which can be taken apart and reassembled such as Mr. Potato Head. Encourage :Studentname to examine the "whole" item, and then request :him to disassemble the items. Encourage :him to identify and/or label each part as it is removed. Then request :Studentname to find particular pieces on request, and replace them appropriately.

4.4 Goal
:Studentname learns cognitive development for 36-42 months.

4.4.1 Objective
:Studentname identifies circle, triangle, and square upon request.

4.4.1.1 Activity
Teacher places different shapes in front of :Studentname and asks :him to point to a shape as you name it.

4.4.2 Objective
:Studentname will name the colors red, green, blue and yellow on request.

4.4.2.1 Activity
Teacher utilizes familiar materials and encourages :Studentname to label colors, providing teacher models as needed.

4.4.3 Objective
:Studentname will begin to sort items by category. e.g., things to wear, things to eat, etc.

4.4.3.1 Activity
Utilize real items or representations of real objects. e.g., plastic fruit. Teacher assists :Studentname in setting up two or three "stores" and sorting the items appropriately. Encourage :Studentname to verbalize why certain items "go together."

4.4.4 Objective
:Studentname develops the concepts of state of being. e.g., cold, tired, hungry, etc.

4.4.4.1 Activity
Utilize :Studentname's actual state of being as well as representational and role playing activities and discuss how :he feels at a given time. e.g., Angry, if someone takes :his toy; happy, because :he is going outside.

4.4.5 Objective
:Studentname will count meaningfully to two.

4.4.5.1 Activity
Teacher encourages :Studentname to count objects as :he uses them in natural situations. e.g., counting crackers at snack time, counting "floors" in his building.

4.4.6 Objective
:Studentname begins to demonstrate temporal ordering. e.g., daytime/nighttime.

4.4.6.1 Activity
Using role play, or representational play items such as dolls, dollhouse, etc., assist :Studentname in acting-out a typical daily routine. e.g., waking up, - eating - school, dinner - bedtime. Teacher encourages :Studentname to distinguish between daytime and nighttime activities.

4.4.7 Objective
:Studentname will describe scenes and activities depicted in pictures and photographs.

4.4.7.1 Activity
Utilize individual pictures, clear photographs, and picture/story books. Using dialogue, encourage :Studentname to comment on what he sees. Give particular reinforcement to comments that go beyond mere naming of the objects or activities. e.g., Speculation on why something might have occurred. What might happen next? How something/someone in the picture feels, looks, etc.

4.4.8 Objective
:Studentname labels :his drawing or project, even though the drawing or structure bears no resemblance to the actual object.

4.4.8.1 Activity
Teacher engages :Studentname in a parallel play activity such as building blocks, drawing, or playdough. Verbally comment on what you are doing or trying to make. Reinforce :Studentname for verbally describing :his project.

4.4.9 Objective
:Studentname engages in role playing and representational play.

4.4.9.1 Activity
Utilize representational materials such as: plastic food items, empty cereal boxes, dishes, household items, "dress-up" clothes, medical kits, etc. Teacher initiates role playing situations such as playing house, store, hospital, etc. and assigns a role to :Studentname. As :he spontaneously engages in this type of play, the teacher assumes a less direct role and encourages :Studentname to extend the activity. e.g., making signs for :his store.

4.4.10 Objective
:Studentname will put together a 3-5 piece puzzle.

4.4.10.1 Activity
Teacher demonstrates how to assemble puzzles and reinforces :Studentname for attempting to reassemble puzzles, first by trial and error, and later in a more organized manner.

4.4.11 Objective
:Studentname will match clear, simple pictures.

4.4.11.1 Activity
Utilize lotto materials and begin with pictures of only one item apiece and request :Studentname to discriminate between only two or three pictures. When :Studentname becomes successful at this level, gradually increase the number and complexity of the lotto materials.

4.4.12 Objective
:Studentname tells :his sex on request.

4.4.12.1 Activity
Utilize classroom routine and activities to differentiate girls/boys. e.g., "All the girls line up; now all the boys." When :Studentname can consistently differentiate between the two, request :him to verbalize :his own sex and the sex of his peers. e.g., "Which are you, a girl or a boy?" "How about Mary? Is Mary a girl or a boy?"

4.4.13 Objective
:Studentname comprehends simple opposite analogies.

4.4.13.1 Activity
Utilize picture materials such as DLM Opposites Cards, as well as role playing activities and representational play materials. Verbally, visually, and physically demonstrate such common opposites as: hot/cold; fast/slow; big/little; clean/dirty; happy/sad. As :Studentname gains familiarity with simple, opposite concepts, encourage :him to express these relationships.

4.4.14 Objective
:Studentname will identify positional concepts under, out of, next to.

4.4.14.1 Activity
Utilize play situations such as obstacle courses to discuss positional concepts at the concrete level. As :Studentname gains familiarity with concepts, utilize more abstract situations. e.g., Placing objects in various positions, looking at photographs of objects placed in various positions.

4.5 Goal
:Studentname will learn cognitive skills for 42-48 months.

4.5.1 Objective
:Studentname will talk with others about personally meaningful experiences

4.5.1.1 Activity
Utilize ongoing classroom activities. e.g., playtime, circle time, and communication notebooks between home and school to discuss interesting experiences that occurred at home or at school.

4.5.2 Objective
:Studentname will demonstrate comprehension of past and future events.

4.5.2.1 Activity
Utilize the aforementioned communication notebook as well as specially prepared calendars and charts, to assist :Studentname in recalling past experiences and preparing for future events.

4.5.3 Objective
:Studentname will notice, describe, and follow a familiar order of events such as a classroom schedule.

4.5.3.1 Activity
Display a classroom schedule chart which utilizes appropriate pictures accompanied by words for each segment of the day. e.g., circle time, playtime, small group time. Refer to the chart to assist :Studentname in organizing the day into small units.

4.5.4 Objective
:Studentname relates spoken language to the printed word.

4.5.4.1 Activity
Teacher requests :Studentname to make a statement regarding :his play activities. e.g., where he played, what he made, etc. Encourage :Studentname to watch you write down his statement, then read the sentence back to :him.

4.5.5 Objective
:Studentname recites short nursery rhymes and songs.

4.5.5.1 Activity
Teacher provides an opportunity for :Studentname to participate in daily music activities. e.g., fingerplay, nursery rhymes.

4.5.6 Objective
:Studentname will attend to short story or other listening activities for up to 15 minutes.

4.5.6.1 Activity
Periodically reinforce for appropriate sitting and attending behavior. e.g., Ask :Studentname a question about the story, let :him be your "page turner," tell :him you like the way :he is listening.

4.5.7 Objective
:Studentname notices and describes how items are alike and different.

4.5.7.1 Activity
Utilize familiar objects, pictures, peers, etc. Begin at the level of gross contrasts and comparisons. e.g., Two manipulable objects alike in every respect except color. Gradually refine these contrasts and comparisons as :Studentname gains success. e.g., Picture of two dogs, one differing from the other in several aspects such as size and color.

4.5.8 Objective
:Studentname expresses object function.

4.5.8.1 Activity
Teacher places pictures of objects and/or real objects. e.g., crayon, blunt scissors, cup, spoon, etc. in a bag. Take turns selecting pictures and/or real objects and describing their function. The activity can be extended to include pictures, and less familir items.

4.5.9 Objective
:Studentname uses play materials in a variety of ways. e.g., Use blocks to build a house, or to represent a person, item, etc.

4.5.9.1 Activity
Teacher demonstrates to :Studentname one way to use a material. e.g., Using beads to string encourages :Studentname to use the material in this manner. After :Studentname demonstrates use of a material one way, model using the material in a different way. e.g., Use the beads as cookies and encourage :him to help you.

4.5.10 Objective
:Studentname counts meaningfully to five.

4.5.10.1 Activity
Teacher encourages :Studentname to use objects as he uses them in natural situations. e.g., counting crackers at snack time, counting "floors" on :his building.

4.5.11 Objective
:Studentname expresses simple opposite analogies.

4.5.11.1 Activity
Use picture card materials depicting opposite pairs. Teacher assists :Studentname in noting and describing the "opposite" features of the paired cards. Introduce the word "opposite" in discussing the materials, however, at this time :Studentname is not expected to respond to such questions as "What is the opposite of _____?"

4.5.12 Objective
:Studentname observes and discusses seasonal changes.

4.5.12.1 Activity
Plan two or three neighborhood walks during the time of seasonal change. Space the walks several months apart, so that seasonal differences will be more apparent to :Studentname. Observe plants, birds, temperature, etc., and discuss how there will be a change in the weeks ahead. Use photographs taken on each walk to help :Studentname recall and discuss how the tree has changed throughout the year. Plan a classroom unit for each season that includes art activities, simple science projects. e.g., planting seeds, melting snow, and language/story activities.

4.6 Goal
:Studentname learns cognitive skills for 48-60 months.

4.6.1 Objective
:Studentname relates an experience or short story, in an organized sequential manner.

4.6.1.1 Activity
The teacher plans activities that stress sequential order. e.g., cooking activities, sequential stories, building projects and requests :Studentname to verbalize the sequence of events while proceeding through the activity.

4.6.2 Objective
:Studentname approaches tasks and activities in an organized manner. e.g., Attempt to reduce task into small steps, and follow them through to completion.

4.6.2.1 Activity
The teacher plans activities that are easily reduced into small units. e.g., building a block structure, setting up for snack, art projects and requests :Studentname to verbalize the sequence of events while preceding through the activity.

4.6.3 Objective
:Studentname recognizes visual and verbal absurdities. e.g., "Do I put soap on my toothbrush?"

4.6.3.1 Activity
Utilize Teaching Resources, "What's Wrong Here," for visual absurdities. For verbal absurdities, utilize familiar stories, songs, nursery rhymes and objects. Encourge :Studentname to identify each absurdity depicted pictorially or verbally.

4.6.4 Objective
:Studentname holds more than one attribute in mind at a time. e.g., "Can you find something yellow and round?"

4.6.4.1 Activity
Place several related objects or pictures in front of :Studentname. e.g., pictures of hats varying on size, shape, color, etc. Ask :Studentname to identify items containing two salient attributes. e.g., "Find the hat that is red and has a feather."

4.6.5 Objective
:Studentname arranges several items in order, along a given dimension, and will attempt to describe the relationship between the items. e.g., biggest, smallest, etc.

4.6.5.1 Activity
Utilize objects or pictures that vary by one key feature. e.g., size, length, height, etc. Teacher demonstrates and requests :Studentname to match :his items to those of the teacher. As :Studentname experiences success, remove the visual model and increase the number of items and decrease the incremental differences between items.

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4.6.6 Objective
:Studentname matches sets of up to 5 objects by putting them in one to one correspondence.

4.6.6.1 Activity
Utilize concrete, manipulative objects. e.g., paintbrushes, cups, and meaningful situations. e.g., Give :Studentname turns to pass out cups, napkins, etc. at snack time; place one paint brush in each color paint. Teacher demonstrates and assists :Studentname as needed.

4.6.7 Objective
:Studentname describes the position of items in relation to each other. e.g., on, off, in back of, above, next to.

4.6.7.1 Activity
Utilize manipulatable objects such as blocks, small toys, etc. Take turns "hiding" an object within the immediate area. e.g., in a box, under the chair, etc. ask other persons to locate the item and verbalize where it is, before taking :his turn.

4.6.8 Objective
:Studentname expresses where to locate things in the classroom and neighborhood, without actually having to go there. e.g., The blocks are on the shelf. We buy soda at the grocery store, etc.

4.6.8.1 Activity
Utilize objects found in the classroom, as well as pictures of familiar objects. Teacher shows :Studentname each item, one at a time, and asks :him to locate where in the classroom it could be found. Extend the activity by requesting the children to name other items that also might be found in that particular area. e.g., house, corner, etc.

4.6.9 Objective
:Studentname labels shapes: circle, triangle, square.

4.6.9.1 Activity
Use precut shapes and place shapes in a bag. Take turns reaching in the bag, selecting, and labelling shapes. Then assist :Studentname in pasting the shape on a piece of paper to form a collage.

4.6.10 Objective
:Studentname labels secondary colors. e.g., pink, purple, brown, orange, white.

4.6.10.1 Activity
Teacher utilizes familiar materials and encourages :Studentname to label colors providing teacher models as needed.

4.6.11 Objective
:Studentname observes that clocks and calendars are used to mark the passage of time.

4.6.11.1 Activity
On a large, clearly constructed calendar, label special days of field trips with interesting stickers or drawings depicting the event. Each day, allow :Studentname to cross off the day on the calendar and count the number of days left until the special day. On a teacher made clock, note each segment of the daily classroom schedule with a corresponding illustration. Note the passage of time by moving the clock hands accordingly.

4.6.12 Objective
:Studentname gives :his home address on request.

4.6.12.1 Activity
Teacher prints :Studentname's address on a simple house figure. Rehearse with :Studentname the printed information breaking the information into small enough units for :him to remember. e.g., 10-Miller Road - Northvale - New Jersey.

4.6.13 Objective
:Studentname will be able to state :his age on request.

4.6.13.1 Activity
With :Studentname, cut out a simple cake figure as well as the appropriate number of candles. Paste the candles on the cake and practice counting them until :Studentname can state :his age.

4.6.14 Objective
:Studentname names materials objects are made from.

4.6.14.1 Activity
Place objects such as a wooden block, plastic cup, and a piece of material in a bag. Teacher asks :Studentname to select one object from the bag at a time and discuss it. If necessary, encourage :Studentname to touch the object as you describe it.

4.6.15 Objective
:Studentname identifies and names basic monetary units. e.g., penny, nickel, dime, quarter, dollar.

4.6.15.1 Activity
Teacher plays store with :Studentname asking :him to identify and name basic monetary units while purchasing items. Provide teacher assistance by naming each coin several times and encouraging :Studentname to imitate.

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5. Section
Gross Motor Skills

5.1 Goal
:Studentname learns gross motor skills for 18-24 months.

5.1.1 Objective
:Studentname picks up toys from floor without falling.

5.1.1.1 Activity
Begin by having :Studentname pick up a small toy from a sitting position. Advance to having :Studentname stoop, pick up the toy with two hands, and stand. Practice with :Studentname until assistance is not required.

5.1.2 Objective
:Studentname seats self in small chair without assistance.

5.1.2.1 Activity
Provide a small chair (approximately 10" from seat to floor) to use during routine activities such as story time, snack time, or small group time. Assist :Studentname while encouraging :him by saying, "Sit here," and tapping the seat.

5.1.3 Objective
:Studentname pushes and pulls toy.

5.1.3.1 Activity
Teacher demonstrates pushing and pulling a toy. If :he hesitates, physically assist :him with the task.

5.1.4 Objective
:Studentname kicks ball forward from a standing position.

5.1.4.1 Activity
Teacher demonstrates kicking the ball and encourages :Studentname to do it. If :he hesitates, kneel beside :him and physically assist :him with the task. Use a large, lightweight ball, such as a beach ball.

5.1.5 Objective
:Studentname rolls ball with direction while sitting.

5.1.5.1 Activity
Teacher demonstrates rolling the ball and encourages :Studentname to do it. If necessary, kneel behind :him and physically assist :him with the task. Use a large, lightweight ball, such as a beach ball.

5.1.6 Objective
:Studentname walks one foot on walking board.

5.1.6.1 Activity
Teacher demonstrates walking the entire length of a walking board alternating the forward foot. Encourage :Studentname to do the same. If necessary, stand next to :him and hold :his hand.

5.1.7 Objective
:Studentname walks on line in a general direction.

5.1.7.1 Activity
Place two straight lines, 10" long and one foot apart on the floor with masking tape. As :Studentname watches, walk between the lines taking small steps. Encourage :Studentname to try, providing support if necessary. Repeat, using two lines each 10" apart, 8" apart, and 6" apart. Once :Studentname becomes competent with a path, use a single line 4" wide, then 2" wide.

5.2 Goal
:Studentname learns gross motor skills for 24-30 months.

5.2.1 Objective
:Studentname jumps in place with two feet together.

5.2.1.1 Activity
Teacher practices jumping with :Studentname until :he bends :his knees slightly and jumps alone. If necessary, help :Studentname bend :his knees and say "jump" as you lift :his hands and arms. Reinforce the skill by playing games such as "Follow the Teacher" or "Simon Says," including jumping as one activity.

5.2.2 Objective
:Studentname jumps from bottom step with both feet together.

5.2.2.1 Activity
Teacher demonstrates to :Studentname jumping to the ground from the lowest step of the stairs with both feet together. Stand in front of :Studentname hold :him at the waist, say, "jump" as you lift :him from the bottom step. Practice until :"Studentname jumps from the bottom step, with both feet together.

5.2.3 Objective
:Studentname climbs into paper carton.

5.2.3.1 Activity
Teacher demonstrates getting in and out of a paper carton, and physically assisting :Studentname at first. Reinforce the skill by playing Follow-the-Leader games or pretending the cartons are train cars.

5.2.4 Objective
:Studentname walks backward for eight to ten feet.

5.2.4.1 Activity
The teacher walks backwards while :Studentname watches. Stand behind :Studentname and tell :him to do it. Assist :Studentname by holding :his shoulders and guiding :him gently as you support him.

5.3 Goal
:Studentname learns gross motor skills for 30-36 months.

5.3.1 Objective
:Studentname walks on tiptoes.

5.3.1.1 Activity
Show :Studentname how to stand on :his toes. Practice until :he can do it by :himself. Continue by saying, "Walk on your toes like this," as you demonstrate how. Hold :his hands and walk backwards as :he walks forward on :his toes. Practice until :he can walk alone on his toes not holding onto anything for four to five feet, and finally, for 10 feet.

5.3.2 Objective
:Studentname balances on one foot one second.

5.3.2.1 Activity
Encourage :Studentname to hold onto a chair and lift one foot up. Demonstrate by taking :his foot and lifting it up for a brief time. Remove the chair and hold :Studentname's hand while asking :him to lift one foot. Practice until :Studentname can lift :his foot without assistance. Reinforce the skill pretending to be storks, flamingos, ducks, and other birds standing on one foot.

5.3.3 Objective
:Studentname pedals tricycle.

5.3.3.1 Activity
Teacher directs :Studentname to a tricycle and pushes :him slowly until :he seems comfortable with the motion. Gradually reduce the distance you push :him, until :he can go from a still position without assistance. If necessary, place :his feet on the pedals, using cloth or inner tube straps.

5.3.4 Objective
:Studentname catches bounced playground ball with arms and body.

5.3.4.1 Activity
Teacher holds :Studentname's arms in a catching position as the ball is lightly bounced to :him by another adult or older child. Practice until :Studentname can catch the bounced playground ball without assistance.

5.3.5 Objective
:Studentname throws ball overhand, 5 feet.

5.3.5.1 Activity
Teacher stands behind :Studentname and guides :Studentname's hand forward as if throwing. Practice with :Studentname until :he consistently releases ball without assistance.

5.3.6 Objective
:Studentname climbs simple apparatus.

5.3.6.1 Activity
Provide :Studentname with a small climbing apparatus. Teacher assists :Studentname by moving :Studentname's feet and legs through the climbing process until :he can do it without assistance.

5.4 Goal
:Studentname learns gross motor skills for 36-42 months.

5.4.1 Objective
:Studentname walks on a line ten feet long, one foot in front of other, without stepping off line.

5.4.1.1 Activity
Make two straight lines, 10" long and one foot apart, on the floor or sidewalk with masking tape. Demonstrate to :Studentname how to walk down the path, taking short steps. Repeat, using two lines each 10 inches apart, 8 inches apart and 6 inches apart. Once :Studentname becomes competent with a path, use a single line 4 inches wide, then 2 inches wide.

5.4.2 Objective
:Studentname walks upstairs alternating feet.

5.4.2.1 Activity
Use footprints of two alternating colors, making the left footprint one color and the right footprint the other color. With circles of paper, or pieces of yarn or tape, mark :Studentname's feet to correspond to the color of the footprint. Teacher practices with :Studentname walking on the footprints in a line on the floor. When :he can do this, move the footprints to the stairs. Practice with :Studentname on the stairs until :he can do it without assistance.

5.4.3 Objective
:Studentname hops on one foot for two or more hops on either foot.

5.4.3.1 Activity
Teacher practices hopping with :Studentname by holding one hand until :he can do it without assistance.

5.4.4 Objective
:Studentname will jump a distance of 8-1/2 inches with both feet off the floor from a standing still position.

5.4.4.1 Activity
Place squares of colored paper, shapes, animal, or anything you have been learning about, 8-1/2 inches apart. Teacher demonstrates jumping from one square to the next with both feet off floor, then having :Studentname try. Physically assist until :Studentname jumps with no assistance.

5.5 Goal
:Studentname learns gross motor skills for 42-48 months.

5.5.1 Objective
:Studentname walks up and down stairs without assistance alternating feet.

5.5.1.1 Activity
Place footprints of two alternating colors, making the left footprint one color and the right footprint the other color, on stairs. With circles of paper, or pieces of yarn or tape, mark :Studentname's feet to correspond to the color of the footprints. Practice with :Studentname on the stairs, until :he can do it without assistance.

5.5.2 Objective
:Studentname catches bounced ball with arms bent at elbows.

5.5.2.1 Activity
Begin by standing very close to :Studentname. Place the ball in :his arms, positioning them close together with bent elbows. Gradually move further from :Studentname throwing the ball gently to :him.

5.5.3 Objective
:Studentname throws ball overhand 10 feet.

5.5.3.1 Activity
Teacher stands behind :Studentname and guides :Studentname's hand forward, as if throwing. Practice with :Studentname until :he consistently releases ball without assistance.

5.5.4 Objective
:Studentname runs and jumps over designated line for distance of 24".

5.5.4.1 Activity
Place strips of tape about 6 inches apart. When :Studentname has mastered the standing broad jump have :Studentname run and jump over the "river", "fish", "fire", at each of these distances.

5.5.5 Objective
:Studentname kicks a large ball when rolled to :him.

5.5.5.1 Activity
Teacher guides :Studentname's leg through the kicking process until :he consistently kicks the ball without assistance.

5.6 Goal
:Studentname learns gross motor skills for 48-60 months.

PIE Level

5.6.1 Objective
:Studentname pedals tricycle around obstacles and sharp corners.

5.6.1.1 Activity
Teacher provides simple obstacle courses with large blocks, hoops, and traffic signs for :Studentname to pedal around. Assist :Studentname with pedaling and steering as needed.

5.6.2 Objective
:Studentname walks on walking board.

5.6.2.1 Activity
Teacher assists :Studentname by holding :his hand and guiding :his legs, as needed. Practice with :Studentname until :he can walk on the board without assistance.

5.6.3 Objective
:Studentname hops 2-3 yards forward on each foot separately.

5.6.3.1 Activity
Teacher demonstrates to :Studentname how to hop forward on one foot and practice with :him until :Studentname can hop without assistance.

5.6.4 Objective
:Studentname skips, using each foot alternately, at least ten spaces.

5.6.4.1 Activity
:Studentname can already skip on each foot independently. Slowly demonstrate skipping as you say, "step-hop." Encourage :Studentname to do it slowly - "step-hop" on one foot then "step-hop" on the other as you say, "step-hop", "step-hop". Practice until :Studentname can do it smoothly and at a normal speed.

PIE Level

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6. Section
Fine Motor Skills

6.1 Goal
:Studentname learns fine motor skills for 18-24 months.

6.1.1 Objective
:Studentname turns pages of book two or three at a time.

6.1.1.1 Activity
Teacher practices with :Studentname using a large book with different colored thick cardboard pages, having :him hold the top right corners of the page.

6.1.2 Objective
:Studentname completes a three piece formboard.

6.1.2.1 Activity
Teacher removes one shape at a time and asks :Studentname to replace it. Practice with :Studentname until he can replace all three shapes correctly.

6.1.3 Objective
:Studentname turns small knobs. e.g., t.v., radio, toys, etc.

6.1.3.1 Activity
Teacher provides :Studentname with toys that have knobs. e.g., Busy Box and practices with :Studentname until :he can turn the knobs without assistance.

6.1.4 Objective
:Studentname builds tower of 3-6 cubes.

6.1.4.1 Activity
Teacher builds a tower of 3 cubes and encourages :Studentname to build one. Continue this procedure until :Studentname can stack 4, 5, and 6 cubes without assistance.

6.1.5 Objective
:Studentname places large pegs in holes.

6.1.5.1 Activity
Teacher begins by having :Studentname put the pegs into something much larger than the holes in the pegboard. e.g., paper cube or paper towel tube. Next, use something with a smaller hole to put the pegs in, e.g., a box with a hole cut in the lid, or an inverted egg carton with holes in the egg cups. Finally have :Studentname practice putting the pegs into the pegboard.

6.1.6 Objective
:Studentname can handle easy-grip scissors.

PIE Level

6.1.6.1 Activity
Teacher assists :Studentname with correct positioning of :his hand and open close motion until :he can cut paper into small pieces without assistance. Reinforce the skill by providing different types of media to snip. e.g., playdough, noodles, paper bags, etc.

6.1.7 Objective
:Studentname makes random scribble marks, using preferred hand.

6.1.7.1 Activity
Teacher tapes the paper to the floor on table and encourages :Studentname to use large, full-arm motions, not small finger or hand motions. If necessary help :him mark on the paper until he makes scribble marks without assistance.

6.2 Goal
:Studentname will learn fine motor skills for 24-30 months.

6.2.1 Objective
:Studentname turns pages of a book singularly.

6.2.1.1 Activity
When :Studentname can turn heavy pages of a book singularly, progress to books with pages that are not so thick and are the same color. If necessary, attach notebook divider - type tabs to the sides of the pages to help :Studentname at first.

6.2.2 Objective
:Studentname turns handle of egg beater.

6.2.2.1 Activity
Teacher assists :Studentname until :he can hold and turn the egg beater by :himself with the bottom against a hard surface (table top). Continue to practice the skill until :he can beat thin liquids (soapy water, instant pudding, etc.) without assistance.

6.2.3 Objective
:Studentname folds paper once imitatively.

6.2.3.1 Activity
Teacher practices with :Studentname until he imitates the necessary steps of holding the paper, folding it down, and creasing it without assistance.

6.2.4 Objective
:Studentname builds tower of 8 cubes.

6.2.4.1 Activity
Teacher builds a tower of 7 cubes and encourages :Studentname to build one. Continue to practice with :Studentname until :he can stack 8 cubes without assistance.

PIE Level

6.2.5 Objective
:Studentname can roll, pound, and squeeze clay.

6.2.5.1 Activity
Teacher assists :Studentname with making appropriate objects. e.g., a snake and ball and motions. e.g., hammering and squeezing by manipulating :Studentname's hands.

6.2.6 Objective
:Studentname imitates vertical and horizontal lines.

6.2.6.1 Activity
Teacher draws the appropriate forms and shapes, asking :Studentname to imitate drawing them, first with :his fingers, then with a pencil.

6.2.7 Objective
:Studentname holds pencil/crayon with fingers perhaps incorrectly, with hand not fisted.

6.2.7.1 Activity
Teacher demonstrates to :Studentname holding the pencil appropriately. Next, help :Studentname hold the pencil in the proper way, until :he can do it without assistance.

6.2.8 Objective
:Studentname turns door handles.

6.2.8.1 Activity
Teacher places :Studentname's preferred hand on the door handle and assists :Studentname with your hand as needed.

6.2.9 Objective
:Studentname unscrews and screws 3" lid.

6.2.9.1 Activity
Teacher demonstrates to :Studentname how to unscrew the lid. Replace the lid loosely and encourage :Studentname to unscrew it until :he can do it without assistance. Repeat the same procedure to teach :Studentname how to screw the lid on.

6.2.10 Objective
:Studentname cuts (anipa) paper with scissors.

6.2.10.1 Activity
Teacher assists :Studentname with correct positioning of :his hand and open/close motion until :he can cut the paper into small pieces without assistance.

6.2.11 Objective
:Studentname demonstrates controlled scribbling-scribbles gain same direction and control, :Studentname may name picture.

6.2.11.1 Activity
Teacher tapes a large sheet of paper to the floor or table and encourages :Studentname to use large, full arm motions, not small finger or hand motions. If necessary, help :him mark on the paper until :he makes scribble marks without assistance.

6.3 Goal
:Studentname learns fine motor skills for 30-36 months.

6.3.1 Objective
:Studentname strings 4 beads, 1 inch.

6.3.1.1 Activity
Teacher assists :Studentname with stringing beads made from cut paper, paper towel rolls, wooden stacking rings, etc., finally progressing to 1 inch beads when :Studentname is adept with the "larger" beads.

6.3.2 Objective
:Studentname fingerpaints using the whole hand.

6.3.2.1 Activity
Teacher encourages :Studentname to fingerpaint until :he willingly plays in the paint. If necessary, try using a different media, such as shaving cream or initially place the fingerpaints in a plastic bag. e.g., (Ziploc).

6.3.3 Objective
:Studentname cuts with scissors on straight line.

6.3.3.1 Activity
Teacher demonstrates to :Studentname how to cut on a straight line and assists :Studentname with doing the same. :Studentname progresses from cutting on a thickly drawn line to a thinly drawn line, as appropriate. Instruct :Studentname to "stay on the line" and demonstrate with your finger.

6.3.4 Objective
:Studentname draws face with two facial features. e.g., eyes and mouth.

6.3.4.1 Activity
Teacher draws a circle, then some facial features, asking :Studentname to imitate each step. Practice until :he can draw at least two parts while looking at a drawn model. Then ask :Studentname to "draw a person" and expect to see at least two facial features.

6.4 Goal
:Studentname learns fine motor skills for 36-42 months.

6.4.1 Objective
:Studentname builds tower of 10 cubes.

6.4.1.1 Activity
Teacher builds tower of 9 cubes and encouraqes :Studentname to build one. Continue this procedure, until :Studentname can stack 10 cubes without assistance.

6.4.2 Objective
:Studentname imitates building bridge with cubes.

6.4.2.1 Activity
Teacher builds a bridge (pyramid) with three cubes and asks :Studentname to imitate. If necessary, first practice placing two cubes out (less then one inch apart) then progress to adding a third cube on top of the two previously placed cubes.

6.4.3 Objective
:Studentname places small pegs in pegboard.

6.4.3.1 Activity
Teacher assist :Studentname with putting pegs into the pegboard until :he can do it without assistance. If necessary, begin with having :Studentname put the pegs into something larger than the holes in the pegboard. e.g., paper towel rolls.

6.4.4 Objective
:Studentname strings several 1" wooden beads.

6.4.4.1 Activity
:Studentname can already string four 1" beads. Teacher encourages :him to string several more before stopping the activity.

6.4.5 Objective
:Studentname folds and creases paper horizontally and vertically.

6.4.5.1 Activity
Teacher demonstrates folding the paper horizontally and asks :Studentname to imitate. Once :Studentname can fold horizontally, add the vertical step, using the same procedure.

6.4.6 Objective
:Studentname stirs liquid with spoon.

6.4.6.1 Activity
Using a large wooden or plastic spoon and bowl, the teacher practices stirring "imaginary" ingredients in the bowl with :Studentname. After :Studentname has mastered the stirring technique, change to uncooked rice or sand and ultimately a fluid.

6.4.7 Objective
:Studentname copies circle.

6.4.7.1 Activity
Teacher shows :Studentname a circle already drawn on a piece of paper and tells :him to make one like this. If necessary, indicate with your finger the motion of drawing the circle on his paper and hold :his hand and help :him make one with :his magic marker. Reinforce the skill by asking :Studentname to draw pictures of things which use circular shapes. e.g., balls, balloons, wheels, etc.

6.4.8 Objective
:Studentname will imitate a cross.

6.4.8.1 Activity
Teacher practices with :Studentname until :he can draw a vertical line on paper without teacher modeling. Next, assist :Studentname with drawing a horizontal line by placing a dot-to-dot horizontal line on :his vertical line. Practice by having :him imitate the horizontal line after :he has copied the vertical line, gradually reducing the number of dots until :he imitates the horizontal line by :himself.

6.4.9 Objective
:Studentname copies v, h, o, t.

6.4.9.1 Activity
Teacher shows :Studentname a card with one of the target letters written on it. Help :Studentname to practice by providing dotted lines to guide :him. Gradually reduce the number of dots until :he can copy the letters without assistance.

6.5 Goal
:Studentname learns fine motor skills for 42-48 months.

6.5.1 Objective
:Studentname completes 3-5 piece puzzle.

6.5.1.1 Activity
Teacher provides :Studentname with a completed puzzle with the designated number of pieces. Disassemble the puzzle and demonstrate putting the pieces back into the appropriate place. Encourage :Studentname to assemble the puzzle and provide teacher assistance as needed.

6.5.2 Objective
:Studentname makes shapes with clay. e.g., flat round cakes, rolled ropes, balls.

6.5.2.1 Activity
Teacher encourages :Studentname to play freely with the clay. Play along with :him and model different ways of handling the clay. e.g., ropes, balls, cakes.

6.5.3 Objective
:Studentname strings 4 beads; 1/2 inch.

6.5.3.1 Activity
Teacher assists :Studentname with stringing larger beads. e.g., 1 inch beads, beads made from paper towel rolls, finally progressing to 1/2 inch beads when :Studentname is adept with the larger beads.

6.5.4 Objective
:Studentname fingerpaints using fingers, hands and arms.

6.5.4.1 Activity
Teacher encourages :Studentname to play freely with the fingerpaints. Play along with :Studentname and demonstrate each activity. e.g., fingers, hands, and arms.

6.5.5 Objective
:Studentname draws head of man plus one other part.

6.5.5.1 Activity
:Studentname should already be able to draw a face with eyes and mouth. Teacher draws one entire man as :Studentname watches. Practice with :Studentname until :he can draw the head and at least one other part while looking at a model.

6.5.6 Objective
:Studentname creates structures/drawings that are not recognizable representations without any explanation.

6.5.6.1 Activity
Teacher provides :Studentname with a variety of painting or manipulative materials. Encourage :Studentname to make a structure/drawing of his choice, praising something about the completed project. e.g., color or shape.

6.6 Goal
:Studentname learns fine motor skills for 48-60 months.

6.6.1 Objective
:Studentname builds bridge from model with cubes.

6.6.1.1 Activity
Teacher progresses from asking :Studentname to imitate building a bridge to asking :Studentname to copy an already built bridge.

6.6.2 Objective
:Studentname completes 11-13 piece puzzle.

6.6.2.1 Activity
Teacher provides :Studentname with a completed puzzle with the designated number of pieces. Disassemble the puzzle and demonstrate putting the pieces back into the appropriate place. Encourage :Studentname to assemble the puzzle and provide assistance as needed.

6.6.3 Objective
:Studentname copies cross.

6.6.3.1 Activity
:Studentname should be able to imitate a cross. Teacher shows :Studentname a cross already drawn on a piece of paper and asks :Studentname to copy it. Provide assistance until he is able to copy independently a cross without teacher modeling.

6.6.4 Objective
:Studentname copies square.

6.6.4.1 Activity
Teacher encourages :Studentname to practice until :he can make a square in media such as sand. Continue by providing :Studentname with dot-to-dot squares. Gradually reduce the dots until :he can draw it without assistance.

6.6.5 Objective
:Studentname draws simple house.

6.6.5.1 Activity
Teacher shows :Studentname simple drawings of a house and discusses the basic shapes. e.g., rectangle and parts. e.g., doors, windows. Provide :Studentname with assistance. e.g., dot-to-dot drawings for each shape until :he can draw a house without assistance.

6.6.6 Objective
:Studentname draws person with eyes, nose, mouth, arms and legs.

6.6.6.1 Activity
:Studentname should already be able to draw head of man plus one other part. Teacher provides models and encourages :Studentname to draw additional parts before learning the activity.

6.6.7 Objective
:Studentname copies simple words.

6.6.7.1 Activity
Teacher provides :Studentname with experience in writing letters by imitating, tracing and copying. Continue by going through the process for the copying of words. e.g., finger tracing, dot-to-dot, wooden or plastic letters.

6.6.8 Objective
:Studentname cuts on curved lines.

6.6.8.1 Activity
Teacher assists :Studentname with cutting on a thick curved line predrawn with magic marker. Decrease width of line until :Studentname can cut on a thinner pencil drawn line. Encourage further practice by providing :Studentname with simple shapes. e.g., circle, feather.

6.6.9 Objective
:Studentname holds paper with free hand when drawing or cutting.

PIE Level

6.6.9.1 Activity
Teacher provides assistance by placing a red circle in the corner where :Studentname should hold :his paper and holding :his hand down on the paper, if necessary decrease teacher assistance as appropriate.

6.6.10 Objective
:Studentname adds pieces of clay to the rolls and circles. e.g., facial features and body parts.

6.6.10.1 Activity
Teacher provides a variety of colors of soft clay or playdough. Encourage :Studentname to make something as you begin to manipulate the clay.

6.6.11 Objective
:Studentname creates structures and/or drawings with shapes that are recognizable representations without any explanation. e.g., a house made from blocks.

6.6.11.1 Activity
Teacher provides :Studentname with a variety of painting or manipulative materials. Encourage :Studentname to make a structure/drawing of :his choice, praising something about the completed product. e.g., color, shape.